Falkland Primary School

English Policy

Safeguarding Statement

The school is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Status	Date Approved	Next Review
Statutory	July 2026	July 2028

At Falkland Primary School, our whole school vision is…

To develop all our children to be healthy, confident, articulate, life-long learners who are making a positive contribution to society.

To ensure all our children leave us with the skills, knowledge and mind-set to reach their full potential.

INTENT

At Falkland Primary School we believe that a quality English curriculum should develop children's love of reading, writing and discussion and expose them to a variety of high-quality texts and stimuli, as well as frequent, purposeful opportunities to practise and review key skills. Our English curriculum enables all children to:

- 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 language and style for a range of contexts, purposes and audiences
- use discussion in order to learn, showing an ability to elaborate and explain clearly their understanding and ideas
- become competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

These aims are embedded across our English lessons and in the wider curriculum, where expectations of writing (including handwriting) are consistently high and children continue to develop speaking and listening skills while also being presented with a range of inspiring reading materials.

IMPLEMENTATION

The English curriculum is taught through the age-related objectives outlined in the English section of the National Curriculum. Pupils at Falkland Primary are taught the relevant knowledge, skills and understanding through lessons

in reading, writing, phonics, spelling and handwriting. The balance of these lessons is dependent on the year group and phase (EYFS, KS1, KS2).

Writing

Lessons are planned and sequenced so that new knowledge and skills build on what has been taught before. Teachers use the objectives taken from the National Curriculum statutory guidelines and follow Termly Overview and Schemes of work to support their planning.

Progression maps are based on the National Curriculum, using section headings:

- Purpose and audience
- Text structure and cohesion
- Sentence construction
- Grammar
- Punctuation
- Vocabulary
- Spelling
- Handwriting
- Purposeful editing and evaluation

Units of work in English are centred around a high-quality text and links to the wider curriculum learning journeys with the aim of making meaningful links. As much as possible, pupils use first hand experiences and exciting class texts to base reading and writing outcomes on.

Writing outcomes are planned and taught in stages:

Familiarisation - Creating interest and a meaningful purpose for writing. Reading to immerse pupils in the style of writing. Book talk as 'a reader' to ensure accurate comprehension of what is read.

Capturing Ideas – Further reading and book talk and discussion opportunities as 'a writer' in order to analyse texts and discuss author intent. Pupils gather ideas and content for their own writing at this stage.

Composition – Shared, guided and independent writing. Composition is centred on keeping the reader's interest, whether it be through entertaining, informing, instructing, explaining etc. Modelling of writing is key at this point and children are encouraged to regularly proof-read independently and with peers.

Improvement – Shared, guided and independent editing writing. Editing can either be for improvements or to experiment alternative versions.

Publish and Perform – The purpose for writing is fulfilled. Children have opportunities to publish their writing and/or perform.

Spelling

At the end of Year 2 children are taught spelling rules to embed the morphology of words. Each year group has a set of statutory words to know and use and a weekly spelling list to learn.

Spellings are taught using a published spelling scheme Superhero Spellings that is linked to the EYFS and KS1 scheme Monster Phonics thus supporting progression between the two schemes. Superhero spelling provides pupils with a word lists and activities to support the learning of the rule. Pupils have opportunities to practice their words throughout the week in the context of sentence and word games, handwriting practice and applying their words in their writing and as a dictation. Common exception words (CEW) are taught alongside a spelling rule, within writing units and as part of precision teaching.

Handwriting

See handwriting overview for progression in the appendices.

Presentation expectations for written work

- Children will write the long date followed by the WALT and underline this with a ruler.
- The date and WALT may be provided on a worksheet/ mini-success ladder
- They will miss a line before starting their work
- Any success ladders/ worksheets will be trimmed to fit neatly in their books and stuck in straight
- Writing will be completed in pencil or handwriting pen (not biro) in Key stage 2.
- Children's handwriting will be neat, fluent and joined when appropriate.
- Where given and where appropriate, children will complete success ladders before the end of the lesson
- Marking will focus on the lesson objective but also pick up on basic secretarial errors to ensure basic standards are being addressed
- Written comments will be supportive and positively phrased
- Written comments will be given where needed to move learning on and will be responded to by the pupil in purple pen
- Time for responding to marking will be given by the teacher

The classroom environment is supportive. The class English Working Wall displays writing models and useful vocabulary to help pupils. Pupils are provided with resources to help them, for instance word banks, sentence starters, spelling and phonics mats.

Throughout the term children are given the opportunity for free writing sessions so that they can explore their writing style independently. Free writing is to be celebrated and cherished by both pupils and teachers.

Assessment

Formative assessment and summative assessment:

- Formative (Assessment FOR learning - AfL): ongoing assessment of how children are learning, undertaken by the teacher during the course of the learning process. In the writing curriculum this will take the form of daily assessment against the learning objective, assessment of short burst writing and cross curriculum evidence.
- Summative (Assessment OF learning): This is the assessment of learning that takes place after the learning process, in order to measure how effective the learning has been. In the writing curriculum the focus will be on hot task writing assessments.

These assessments will be used to inform teaching in a continuous cycle of planning, teaching and assessing.

Ongoing assessments, AFL and mini assessments, will be an informal part of every lesson to check pupils' understanding and give information, which will help the teacher to adjust day-to-day lesson plans.

At data entry points throughout the year children's reading comprehension and spelling will be assessed and a judgement of their progress and attainment will be made in line with ARE. The outcomes will be recorded on a school mark sheet, discussed within Pupil Progress Meetings and analysed for areas of development. Where possible these judgements will be moderated with colleagues within and across phases and the EnCo.

Teachers will refer to end of year objectives to help inform them of a Teacher Assessment level, using evidence from class work across the curriculum to guide them. Tracking sheets will be used to highlight evidence of attainment across the writing cycle. Where possible these judgements will be moderated within the school. Accurate information will then be reported to parents and the child's next teacher, and the LA. Analysis of progress will be regularly carried out by the EnCo throughout the year. Where children appear to be making little progress the EnCo will discuss interventions to support the teacher that will help the children to accelerate their learning.

IMPACT

Through the teaching of the Falkland English writing curriculum, we expect that by the end of Year 6 pupils will be able to:

- write clearly, accurately, coherently, and creatively
- adapt their language and style for a range of meaningful contexts, purposes and audiences

Reading

To be able to accurately understand written material, children need to be able to:

- decode what they read;
- read with fluency, good pace and intonation
- make connections between what they read and what they already know;
- think deeply about what they have read

Phonics

Early reading is supported through the daily teaching of phonics across the Early Years Foundation Stage and Key Stage One using the validated scheme 'Monster Phonics'.

Through the teaching of Monster Phonics, the children are taught the essential skills needed for reading. Phonics is taught daily to all children in Reception up to the end of Year 2. Children who have not passed the phonics screen check in Key Stage 1 are then given targeted interventions. Phonics is delivered in a whole class format in Reception and Year 1 then split into groups in Year 2 to ensure any gaps are covered. During phonics sessions, Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them.

Each phonics session follows the same format:

- A recap of the previous learning.
- Introducing each new sound with an engaging PowerPoint which include which monster family the new sound belongs to.
- A hook which can come in the form of a video, song or story. The hook will be back around the sound being taught and will use the National Curriculum keywords.
- An activity to embed the learning the children are doing.

Pupils have regular reading sessions with an adult to ensure the pupils are regularly practising and applying their phonics knowledge. Teachers regularly assess the pupil's phonics knowledge using the planned Monster Phonics assessments.

Beyond Phonics

Reading outcomes at Falkland Primary school are built from daily reading skills practice to build fluency, comprehension and vocabulary. Teachers model and support fluent reading of age-appropriate texts in daily fluency and comprehension sessions. For example, the teacher toolkit includes echo reading, choral reading, partner reading and reading theatre strategies.

A consistent use of comprehension skills across Key stages and the whole school underpins comprehension skills.

We use the VIPERS skills set to recall the key areas which we feel children need to know and understand to improve their comprehension of texts.

- Vocabulary
- Inference
- Predict
- Explain
- Retrieve
- Summarise

Reading intervention

We continue to teach phonics to pupils who do not pass the screening test and to those children who have a gap in their phonics understanding. We do this through small group learning with a teacher or TA, and where a pupil has a particular need, we arrange for the Cognition and Learning Team to complete an assessment which results in an individual programme of learning that a teacher or Ta then follows. In some instances, pupils in Year 4 who are continuing to find the learning of phonics challenging, the SENDCO will apply for a place on the Language and Literacy programme. Precision teaching is the primary teaching approach for those children identified as having the need for overlearning and regular opportunities to practise skills.

<u>Assessment</u>

Towards the end of Year 1, all children take part in a statutory Phonics Screening Check to assess whether they have met the 'expected level' for reading using their phonics. This check involves the children reading 40 words (some real words and some 'nonsense' words) using the sounds they have learned. Parents are informed of the results and plans are put in place to further support any children who do not meet the threshold, ready for their re-check at the end of Year 2. Pupils who do not pass in Year 2 continue to have intervention and are tested at the end of Year 3. This continues until the pupil has passed the phonics screening test.

All children in Years 1-5 in the Autumn term sit a base line test for reading and comprehension ages using the Hodder and Salford standardised tests.

During the summer term in Year 6, pupils undertake Statutory Assessment Tests or SATs. Pupils are prepared for these assessments. Year 2 SATS are no longer statutory so it will be at the discretion of SLT and Phase leaders as to whether children sit these or the NTS assessment papers. In Year 6, pupils are prepared for SATs through daily revision so that they know what to expect and feel confident when completing the assessments.

In EYFS, pupils' reading ability is closely monitored and teacher assessed. In Years 1 – 6, all the pupils complete NTS assessments three times a year. NTS assessments are in the style of SATs papers and allow pupils to experience this

type of assessment multiple times before Year 6. Pupils complete the stage appropriate assessment so if a pupil in Year 4 is working at the stage of a Year 2 pupil, they would complete the Year 2 assessment. All assessments are carried out in a sensitive manner that takes into consideration the self-esteem of pupils.

Impact

Through the delivery of the Falkland English curriculum, we expect that children by the end of Year 6 will:

- Have 'learnt to read so that they can read to learn' in any subject in their forthcoming secondary school provision and into adult life.
- Have a lifelong love of reading
- Enjoy books and talk with passion about them
- Have experience of a range of authors and poets

Appendix 1 Handwriting progression

Appendix 2 Reading diaries and journals

Appendix 3 The Library

Appendix 4 The DEN

Appendix 5 Inclusion for all

Appendices

Appendix 1 - **Falkland Handwriting progression**

At Falkland Primary School, handwriting is closely linked to the Monster Phonics scheme. Handwriting is taught progressively and in-line with the requirements of the National Curriculum. The English review of 2022 and the Reading Review of 2023 have also informed this document, and the securing of letter and number formation is prioritised before joining.

Aims

We aim for our children to:

- Use the correct letter formation
- Understand the importance of neat presentation in order to communicate their ideas clearly
- Take pride in the presentation of their work and gain a sense of achievement
- Develop fluency and speed whilst writing
- By the end of KS2, write in a neat, cursive style

1.1 Teaching handwriting in the Early Years Foundation Stage

In the Foundation Stage, children need to develop skills which will later enable them to have successful handwriting. Children will develop their handwriting through:

- Fine and gross motor skills activities
- Shaping of patterns and basic letter movements
- A comfortable tripod grip
- Regular handwriting modelled by an adult

1.2 Teaching Handwriting in Key stage 1 and 2

High priority is given to teaching correct letter formation. Handwriting is taught 3 times a week in KS1 and 2 times a week in KS2, with linked practice in spelling sessions.

<u>Key stage 1</u>

Children continue to develop fine and gross motor skills. Teachers and support staff continue to guide children on correct letter formation using a comfortable tripod grip that allows for efficient control.

In Year 1, children will be taught block letters in line with Monster phonics scheme. Children may join digraphs and trigraphs. In Year 2, children will be taught precursive in the Autumn term and move to cursive script in the Spring term.

<u>Key stage 2</u>

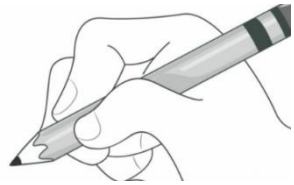
Children will continue to develop their handwriting, being taught continuous cursive in Year 3, securing the joins and developing speed and fluency. They will be taught to use different forms of handwriting for different purposes e.g. notes or jottings. By the end of year 6, children should have a clear, fluid handwriting style. Children will be given a handwriting pen with black ink to use in Year 3 so that they are using the tool with which they are being taught.

Basic structure of a handwriting session:

- Posture check and book positioning
- Warm-up consisting of finger, hand and pencil activities
- Teacher modelling on the Interactive whiteboard, whiteboard, flipchart of visualiser
- Children practicing with teacher model, then from memory

1.3 Pencil grip

Children should use a tripod grip. Children should be shown how to hold the pencil in this position (between the thumb and forefinger with the pencil resting on the third finger)



1.4 Left-handed pupils

Left-handed children are supported by being encouraged to:

- Turn their paper to the right rather than the left
- Sit on the left-hand side of a right-handed child so they have enough space
- Grip: hold the pencil/ pen at least 2 cm from the point so the children can see what they are writing

1.5 Additional support

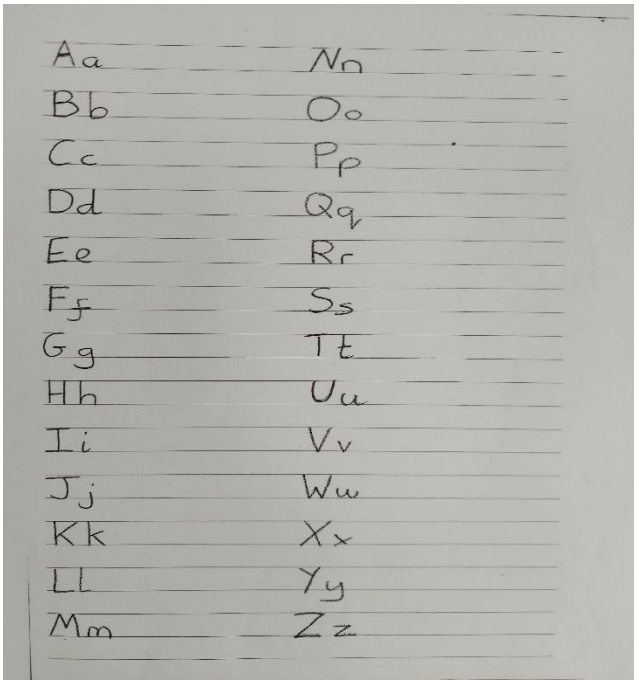
Some children may need additional support. Children who are not yet ready to write will continue with gross and fine motor skills. Further intervention may be advised by the SENCo or other professionals. Motor skills or handwriting intervention programmes may be recommended. Additional resources may be advised such as a sloping surface, special seat cushions, feet stand, coloured paper and pencil grips.

1.5 Posture

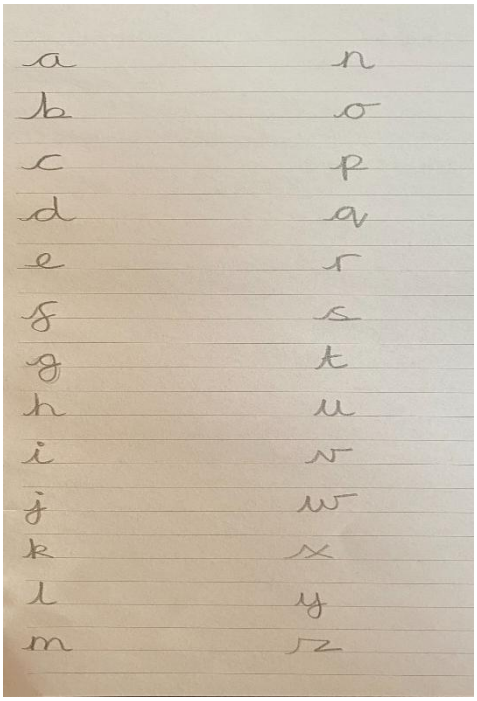
Children should be taught the importance of sitting upright and correctly on their chair, with their feet on the floor.

1.6 Letter formation

Block letter formation:



Cursive letter formation:



1.7 Number formation



1.8 The teaching of handwriting progression

Reception (print)

Autumn	Spring	Summer
• Focus on mark making, developing fine motor skills. Children will be taught to: • Sit in the correct position • Trace patterns • Hold pencil using pencil grip.	The children will revisit: • The 26 letters • Numbers 0 – 9	The children will revisit: • The 26 letters • Numbers 0 – 9
The children will be taught: • The 26 letters • Learn to write their name (copy)	The children will be taught: • Capital letters for the 26 letters • To write the letters in short words	The children will be taught: • Capital letters for the 26 letters • To write the letters in short words and simple sentences

Year 1 (print/block)

We aim for children to:

- Sit correctly at a table, holding a pencil comfortably and correctly
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place
- Firm capital letters
- Form digits 0-9
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these

Autumn	Spring	Summer
The children will be taught: • The 26 letters • Numbers 0-9 • Capital letters • To write the letters in short words and simple sentences • Handwriting may also be linked to spelling patterns	The children will revisit: • The 26 letters • Numbers 0-9 • Capital letters • To write the letters in short words and sentences • Handwriting may also be linked to spelling patterns	The children will revisit: • The 26 letters • Numbers 0-9 • Capital letters • To write the letters in short words and sentences • Handwriting may also be linked to spelling patterns

Year 2 (precursive leading to cursive)

We aim for children to:

- Form lower-case letters of the correct size relative to one another
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- Use spacing between words that reflects the size of the letters

Autumn	Spring	Summer
The children will be taught: • The 26 letters (precursive) • Numbers 0-9 • Revisit capital letters • To write the letters in words and sentences • Handwriting may also be linked to spelling patterns	The children will be taught: • Diagonal joins to letters without ascenders. E.g. ai, ar, ee, ie, ir, ear, aw, hi, fe, du	The children will be taught: • Horizontal joins to letters without ascenders. E.g ou, vi, wi, ow, ov, ri, ru, we, re • To write the letters in words and sentences
	• Diagonal joins to letters with ascenders. E.g. ab, ul, it, ib, if, ub, th, ck, igh, th Handwriting may also be linked to spelling patterns	• Horizontal joins to letters with ascenders. E.g. ob, ol, wh, it, of, rk • To write letters in words and sentences. • The tricky qu join

Year 3 (cursive)

We aim for children to:

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- Increase the legibility, consistency and quality of their handwriting (for example, by ensuring the downstrokes of letters are parallel and equidistant; that lines of writing are spaces sufficiently so that the ascenders and descenders of letters do not touch
- Use a pen as a teaching tool

Autumn	Spring	Summer
The children will revisit: • The Year 2 Spring and summer joins • The tricky qu join	The children will be taught: • The diagonal join from a letter with an ascender to a letter without an ascender. E.g. da, de, di, do, ha, he, ki, la, li, lm	The children will be taught: • To join to letters with hooks, lines and loops. E.g. ja, je, fa, fe, fi, fr, gu, ge, gr. •
The children will be taught: • The horizontal join from w wa, wi, wn, wo, ws, wu, wy	The children will be taught: • The join from the letter s. E.g. sa, se, si, sl, sm, sp, ss, sw	The children will be taught: • To join double consonants. E.g. ll, tt, ff,

Year 4 (cursive)

We aim for children to:

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- Increase the legibility, consistency and quality of their handwriting (for example, by ensuring the downstrokes of letters are parallel and equidistant; that lines of writing are spaces sufficiently so that the ascenders and descenders of letters do not touch
- Use a pen as a teaching tool

Autumn	Spring	Summer
The children will revisit: • The 4 basic joins. • Combining all 4 joins when writing sentences.	The children will be taught to: • Join descenders to ascenders. E.g. gh, ph	The children will revisit: • Specific letter joins to ensure a fluent writing style.
The children will revisit: • The join from the letter s. E.g. sa, se, si, sl, sm, sp, ss, sw	• To join to letters with hooks, lines and loops. E.g. ja, je, fa, fe, fi, fr, gu, ge, gr.	

Year 5 & 6 (cursive)

We aim for children to:

Write legible, fluently and with increasing speed by:

- Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

- Choosing the writing implement that is best suited for a task

Autumn	Spring	Summer
Children will focus on maintaining a consistent and fluent style.	Children will focus on maintaining a consistent and fluent style.	Children will focus on maintaining a consistent and fluent style.

Expectations of staff

All adults in the classroom are expected to:

- Model the school handwriting style in their own handwriting
- Teach the correct grip
- Give written feedback in the school handwriting style
- Ensure correct formation of letters and numbers, posture and good lighting
- Ensure each child has a suitable writing implement before they begin, pencils are adequately sharpened and pens are appropriate and suitable for fluency writing
- Where possible link handwriting to spelling patterns

1.9 Presentation

It is important to ensure consistency towards presentation of work across the school so that the children are clear about what is expected of them as they move through the school. All staff should use the following guidelines to ensure consistency, taking into account the age and ability of the children.

<u>Writing at EYFS and KS1</u>

- Children write in pencil (in books)
- Children will edit in purple pen
- All work will have a date and WALT. The date will be written on the right-hand side of the page and the WALT will be written on the line underneath. In EYFS and KS1 these will be printed for the children. During the summer term of year 2, children will learn to write them in preparation for KS2
- Titles and dates should be underlined in KS2
- Mistakes should be crossed out with one line using a pencil and ruler
- Pictures and diagrams should be in pencil.
- In Maths one digit per square should be used.
- Colouring pencils should be used when a piece of work requires colour

<u>Writing at KS2</u>

- All children in Year 3 start with a handwriting pen.
- Children write in pencil in maths books
- All work will have a date and WALT. The date will be written on the right-hand side of the page and the WALT will be written on the line underneath
- Mistakes should be crossed out with one line using a pencil and ruler
- Titles and dates should be underlined with a ruler
- Pictures and diagrams should be in pencil.
- In Maths one digit per square should be used.
- Colouring pencils should be used when a piece of work requires colour
- If a margin needs to be drawn, it should be done so in pencil and using a ruler

2.1 Displays

Handwritten displays should follow the handwriting expectations, in-line with the year group.

Appendix 2 – **reading diaries**

All children are expected to record their reading, whether it is in school or at home in a reading record. Daily readers, reading with a teacher or in a group are also recorded. Teachers will check reading diaries regularly to ensure reading is part of the home/school routine.

Appendix 3 – **The Library**

The library is a resource for the whole school to use. Each class has a timetabled slot in the week to visit. Children can also access the library at certain points in the school day to select books that they would like to read for pleasure or to support their topic interests.

Reading champions (under the supervision of the ENCo and Librarian) run sessions and help to catalogue and maintain library stock. Where possible the library will be open in the school holidays to provide families with the opportunity to take out books and resources.

Appendix 4 – **The Den classroom**

The school has set up a small, nurture style classroom for KS2 children who are working 2 years or more below age related expectations. There is a maximum of 13 children in the Den classroom. It runs all morning covering the key, functional skills in English and Maths curriculum, at the appropriate level for the pupils. The curriculum is personalised and adapted to cater for each child's needs, optimising the learning of the key skills. The learning is very practical and multi-sensory. Spelling/phonics, daily reading and gross and fine motor skills activities take place daily as well as handwriting practise. In the Den, pupils are assessed using Salford and Hodder tests for reading and spelling and the Basic Number Screening for calculation. The pre-Key Stage assessments are used termly to assess what the pupils have achieved

Appendix 5 – **Inclusion for all**

Provision for pupils with Special Educational Needs in English Pupils in Reception through to Year 6 who are identified, by the English assessment criteria or SEND groups of Need process or data tracking, as performing significantly below their peers in spoken language, reading, writing or spelling have a SAP (Support and Achievement Plan). These children receive short targeted 1:1 or small group interventions directly related to their SAP targets either with an allocated 1:1 teaching assistant or with a member of the SEND team.

Dyslexia Pupils identified to be at risk of Dyslexia are screened from the Year 3 using the 'Pearson Junior Screening Tool' and appropriate individual intervention is planned, where necessary. These pupils are monitored through data tracking and appropriate support is implemented. Dyslexia Friendly approaches to learning are supported at whole-class teaching level and resources provided by the SEND Department. At Year 4, any pupils at significant risk are assessed by the CALT team (Cognition and Learning Team) in order to determine whether a LAL (Language and Literacy) intervention for Year 5 is appropriate. Pupils who are accepted with a place to this external intervention will attend LAL weekly in Year 5 through autumn and spring terms. Pupils who are significantly affected by their specific learning difficulty, may be referred to the CALT team for a formal dyslexic assessment.

Spoken Language (Speech and Language) Pupils who have specific targets provided by a speech and language therapist access targeted individual intervention which is timetabled. Other pupils, throughout the school, identified with this need are appropriately supported through pre-learning intervention. Reading Pupils are identified from

Year 2 to Year 6 using the Salford Reading Test (pupils who have a reading age of approximately 2 years below their chronological age). The SEND department holds a range of reading texts which are used in conjunction with the school's Phonics programme to improve decoding and comprehension and sentence writing skills. Pupil progress is measured through Salford reading test in September, February and June. Extra daily reading or comprehension sessions may also be put into place for targeted children.

For the small number of children in Years 4 to 6 who are still reading at Book Box Bands levels turquoise, purple, white and gold, there are sections of the Starter Library Plus. The aim of these sections is to increase pupil self-esteem and offer high interest, low ability books to the children who make the slowest progress in reading. Books like this can also be sourced from the SEND resource cupboard following discussion with the Inclusion Lead. TAs across different year groups may run small, guided reading sessions where a particular skill is focussed on. Pupils whose opportunities to read are limited, will be put on a priority reading list to be heard read weekly by support staff. Children in KS1 may have tag words as an intervention to help improve their reading and then spelling.

Identification of Children More Able in English Pupils who are gifted in English are likely to show some or all of the following characteristics:

Creative Flair;

- writing or talking in an imaginative and coherent way;
- elaborating on and organising content to an extent that is exceptional for their age.

Stamina and Perseverance;

- using any suitable opportunities to produce work that is substantial and part of a sustained and well directed effort.

Communicative Skills:

- involving and keeping the attention of an audience by exploiting the dramatic and humorous potential of ideas and situations in an imaginative way;
- taking a guiding role in helping a group to achieve its shared goal;
- writing with a flair for metaphorical or poetic expression;
- grasping the essence of particular styles and adapting them;
- expressing ideas succinctly and elegantly, in ways that reflect an appreciation of the knowledge and interests of specific audiences;
- using ICT to research and create new text.

Ability to take on demanding tasks:

- researching, comparing and synthesising information from a range of sources, including ICT;
- engaging seriously and creatively with moral and social themes expressed in literature. Arguing and Reasoning:
- creating and sustaining accounts and reasoned arguments at a relatively abstract or hypothetical level, both in spoken or written language;
- grasping the essence of any content and reorganising it in a logical ways that offer new insights;
- justifying opinions convincingly, using questions and other forms of enquiry to elicit information and taking up or challenging other's points of view.

Awareness of Language:

- understanding the nature of language and showing a special awareness of features such as rhyme, intonation or accent in spoken language, and the grammatical organisation of written texts;

- showing an interest and enthusiasm for language study, including an awareness of the relationship between the sounds and words of different languages that are not apparent to most of their peers.

Provision for More Able and Exceptionally Able Pupils in English

Some pupils who are gifted in English may perform at Greater Depth within the Expected Standard for their year group. Other pupils may have unusual abilities in specific areas such as poetry and drama, while being unexceptional in the rest of their English work. Provision for children who have been identified as More Able and Exceptionally Able in English may take the form of initiatives such as:

- access to higher level texts;
- drama/writing workshops;
- theatre productions;
- school productions;
- higher order questioning