

# English Policy

Jotmans Hall Primary School



|                     |                                                  |
|---------------------|--------------------------------------------------|
| <b>Approved by:</b> | Governing Body of Jotmans Hall<br>Primary School |
|---------------------|--------------------------------------------------|

**PENDING**

|                       |                |
|-----------------------|----------------|
| <b>Date approved:</b> | September 2026 |
|-----------------------|----------------|

|                    |                |
|--------------------|----------------|
| <b>Review due:</b> | September 2028 |
|--------------------|----------------|



## Mission Statement

We believe that all children matter and that learning should be fun, purposeful and challenging.



Eric the Owl

### Ethos

The values of Jotmans Hall School underpin all the work we do:

## E.R.I.C.

Effort, Respect, Independence, Communication

The children are at the heart of every decision we make to ensure that they are happy, confident and that the opportunities that are provided for them are relevant to their needs both now and in the future.

### Aims

All children should:

1. Learn from a curriculum that is broad and balanced, as well as stimulating, effective and challenging.
2. Have their work and contribution to the school recognised and valued.
3. Have the right to enjoy and learn from a curriculum that fosters equal opportunities.
4. Be encouraged to develop a sense of citizenship through learning about their own religion and culture, and through learning about those of others.
5. Be helped to have respect for themselves and their environment and to develop respect for, and responsibility towards others in school and in the wider community.

Jotmans Hall Primary School aims to be an energetic school where children are enthusiastic and motivated to achieve their full potential.

Everybody at Jotmans Hall Primary School works hard to reach the highest standards in everything we do and this is further embedded through our successful relationships with parents, the local community and the other schools in the local area.



## **Jotmans Hall Curriculum Principles and Inclusion**

At Jotmans Hall Primary School we are committed to providing an inclusive, ambitious, and accessible curriculum for all pupils. We believe every child should be supported to participate fully and achieve success, regardless of ability, background, language, or additional need. Through high-quality teaching, adaptive teaching approaches, appropriate challenge, and effective support, we ensure that all pupils, including those with SEND, disadvantaged pupils, vulnerable pupils, and pupils with EAL, can access learning, make progress, and develop confidence and independence. We promote equality of opportunity, celebrate diversity, and make reasonable adjustments where necessary to enable every child to thrive.

The teaching of foundational skills is embedded throughout our curriculum to support pupils in becoming confident, independent, and effective learners. In line with the principles outlined in Strong foundations in the first years of school, we prioritise the explicit teaching and regular practice of communication, language, reading, writing, and mathematical understanding to ensure pupils develop secure foundations for future learning. We place a strong emphasis on oracy, enabling pupils to develop vocabulary, articulate their thinking clearly, listen respectfully, and engage in purposeful discussion across all subjects. Metacognitive approaches are taught explicitly to help pupils plan, monitor, and evaluate their learning, developing resilience, self-regulation, and problem-solving skills. Through consistent modelling, questioning, retrieval practice, and opportunities for reflection, pupils are supported to build and remember more over time, enabling them to apply knowledge and skills confidently across the curriculum and beyond. We also value meaningful cross-curricular opportunities that enable pupils to make connections between subjects, apply their learning in different contexts, and deepen their understanding through rich, purposeful experiences across the wider curriculum.



## 1. Purpose of the policy

This policy reflects the aims and values of Jotmans Hall Primary School. It ensures all stakeholders, including staff, governors, parents and pupils are working towards the same goals.

Ensure you consider the potential audience for your policy and what information they will want. Your audience may include teaching and non-teaching staff, governors, parents and Ofsted inspectors.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment.
- Demonstrate adherence to the National Curriculum objectives and guidelines (if appropriate).
- Provide clear information to parents and carers about what their children will be taught.
- Allow the governing board to monitor the curriculum.
- Provide Ofsted inspectors with evidence of curriculum planning and implementation.

This policy will be available on our school website [www.jotmanshall.co.uk](http://www.jotmanshall.co.uk)

## 2. Subject Intent

### 2.1 Writing

Our writing curriculum is designed to provide a broad and balanced education that meets the needs of all children. It provides opportunities for children to develop as independent, confident and successful writers, with high aspirations, who know how to make a positive contribution to their community and the wider society.

Our intent is for all pupils – irrespective of their needs, abilities or background – to learn to write fluently, developing their own writer's voice. We aim to meet, and where possible exceed, the expectations laid out in the Early Learning Goals and National Curriculum, with pupils progressing appropriately across the school. We recognise that spoken language underpins the development of writing. The quality of language that pupils hear and speak is vital for developing their vocabulary and grammar and their understanding of writing. We believe that children need to develop a secure knowledge-base in English, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in literacy skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society.

We cultivate a love of writing and communicating through vocabulary rich and high-quality literature, using *Ready Steady Write* by Literacy Counts. By inspiring and developing an appreciation of our rich and varied literary heritage and providing meaningful and exciting provocations to write, we develop a habit of writing widely and often. We recognise the importance of nurturing a culture where children take pride in their writing; can write clearly and accurately and adapt their language and style for a range of contexts.

### Spelling

In EYFS and KS1, daily phonics is the key to the pupils' learning of spelling. Pupils are taught to blend sounds to read and segment to spell. At the same time, they learn words that are not phonically regular (tricky words/common exception words). We follow the Twinkl Phonics scheme – please see the Phonics Policy for more details.

From the end of Year 2 and into KS2, the pupils move towards using their phonic knowledge to help them to understand spelling rules and patterns. Spelling skills are taught in implicit lessons at the teacher's discretion through Spelling Shed. Spelling is also embedded in English lessons through games and activities so as strategies and rules can be taught in the context of writing. In Key Stage Two, pupils carry out the Schonell test to ascertain spelling age. Phonics sessions will go into KS2 for those pupils we assess to require more support – please see Phonics Policy for more information.



## **Handwriting**

At Jotmans Hall Primary School, handwriting is taught explicitly and progressively from EYFS to Year 6 to develop fluent, legible and confident writers. From September 2026, handwriting practice will take place at the beginning of English lessons to provide regular, “little and often” practice. Teaching begins with secure letter formation before progressing to digraphs, trigraphs, spelling patterns and common exception words appropriate to each year group. Pupils are taught correct letter size, positioning and spacing, using lead outs rather than lead ins to support fluency while maintaining accurate formation.

Handwriting is taught through grouped letter families and linked to phonics and spelling patterns to develop automaticity and stamina. Staff consistently model the school's agreed handwriting style, and all pupils write in pencil. Where possible, handwriting displayed around the school should reflect this agreed style.

## **Big Writes**

To develop and assess independent writing, pupils complete extended pieces of writing throughout the year. In KS1, these are recorded in 'Big Write' books, while in KS2, pupils showcase their independent writing in 'Anthology Books'. As a minimum expectation, each child will complete at least one assessed independent piece of writing per half term. Where appropriate, and depending on factors such as cohort needs, curriculum demands and the time of year, pupils may complete two or more assessed pieces within a half term. These pieces are assessed against the school's Writing Performance Descriptors and contribute to a portfolio of evidence that demonstrates each pupil's progress and attainment in writing.

## **The Classroom**

All classrooms provide a language-rich environment that promotes and celebrates reading and writing. High-quality texts, including fiction, non-fiction and topic-related books, are readily accessible and displayed to encourage regular reading and to support pupils' understanding of a range of genres, authors and writing styles. Writing stimuli and examples of effective writing are used to inspire pupils and provide meaningful contexts for writing. Key vocabulary, including ambitious and higher-level vocabulary linked to each writing unit, is displayed and referred to regularly to support pupils in broadening their vocabulary and applying it effectively within their spoken and written language.

## **2.2 Reading**

At Jotmans Hall Primary School, we recognise reading as a fundamental life skill and place it at the heart of our curriculum. Developing confident, fluent and enthusiastic readers is a key priority, and we are committed to ensuring that all pupils acquire the skills, knowledge and motivation needed to become lifelong readers. Through a rich and engaging reading culture, we strive to foster a genuine love of reading and an appreciation of high-quality literature.

A dedicated fifteen-minute daily class reading session is a non-negotiable element of classroom practice across the school. These sessions provide regular opportunities for pupils to engage with and enjoy a wide range of texts, while also developing their comprehension, vocabulary and understanding of language. Our Reading for Pleasure Spine offers carefully selected, high-quality texts for each year group across a diverse range of genres, authors and themes. Many of these texts provide valuable exposure to language and concepts beyond pupils' current independent reading levels, broadening their vocabulary, knowledge and cultural understanding. Teachers are encouraged to draw upon these recommended texts alongside newly published literature, professional recommendations and pupils' interests to ensure that reading experiences remain engaging, inclusive, diverse and inspiring for all learners.

## **Foundation Stage and Key Stage 1**

Through reading, pupils are introduced to rich and varied vocabulary, which they are encouraged to apply within their own writing and spoken language. We foster a love of reading by providing a stimulating, language-rich environment that inspires curiosity, imagination and enjoyment of books. We believe in engaging all pupils



through a wide range of high-quality resources, including puppets, story sacks, role-play materials and carefully selected texts that reflect and support pupils' diverse interests and experiences.

From EYFS through to Key Stage 1, pupils are immersed in a broad range of texts that help them develop an understanding of rhythm, rhyme and patterns in language, building strong foundations for early reading and writing. Pupils access Rhino Readers books matched to their individual reading level and participate in daily paired reading sessions within class to develop fluency, confidence and comprehension skills.

At the end of the Summer Term in Year 2, pupils who have successfully completed the phonics programme transition to Little Wandle Fluency. This provides a bridge between phonics and whole-class reading, enabling pupils to further develop their reading fluency, prosody, stamina and comprehension skills in preparation for the increased reading demands of Key Stage 2.

## **Key Stage 2**

In Key Stage 2, pupils who have completed the phonics programme undertake the Little Wandle Fluency Initial Assessment. This assessment identifies each pupil's level of reading accuracy, fluency and comprehension, enabling them to be placed in the most appropriate fluency group (F1–F10). Pupils are reassessed at least termly to ensure that provision continues to meet their individual needs, and they may move between groups or progress through stages at different rates according to their assessment outcomes. Little Wandle Fluency sessions take place four times each week, with a fifth weekly session dedicated to the explicit teaching and development of stand-alone comprehension skills. Through targeted instruction, repeated reading opportunities and carefully matched texts, pupils continue to develop their reading fluency, confidence and understanding.

Once assessment indicates that pupils are reading with sufficient fluency and secure comprehension to access age-related texts independently, they progress to Fred's Whole Class Reading (WCR) groups. Ongoing assessment continues to inform group placement and next steps in reading development. Fred's WCR sessions take place twice weekly, alongside a dedicated weekly comprehension session that focuses on the explicit teaching of key reading domains and comprehension strategies. In addition, pupils participate in Fred's Fluency sessions twice weekly, where the emphasis is on developing prosody, including expression, pace and reading stamina through repeated reading and performance-based approaches.

## **2.3 Oracy**

At Jotmans Hall Primary School, we recognise the fundamental role that spoken language plays in learning, communication and personal development. We are committed to providing a wide range of opportunities for pupils to develop their vocabulary, speaking and listening skills, enabling them to become confident communicators, inquisitive learners and respectful, empathetic participants in discussion.

Opportunities to develop oracy are embedded throughout both the curriculum and wider school life. During their time at Jotmans Hall, pupils participate in class assemblies, performances, presentations and, where appropriate, pupil-led committees and leadership opportunities. Within lessons, pupils engage in purposeful discussions, collaborative learning activities, debates, drama, role-play and poetry recitals, allowing them to articulate their ideas, justify opinions and respond thoughtfully to the views of others.

Teachers and support staff play a key role in modelling and developing high-quality spoken language. Through carefully planned interactions, questioning and discussion, pupils are exposed to ambitious vocabulary, subject-specific terminology and increasingly sophisticated language structures. Opportunities for paired, small-group and whole-class talk are built into learning across the curriculum to develop confidence, fluency and active listening skills.

We recognise that effective communication is essential for success across all areas of learning. Therefore, pupils are encouraged to speak clearly, listen attentively and engage respectfully with others in a range of formal and informal contexts. Where additional support is required, targeted intervention programmes are implemented to develop pupils' speaking, listening and language skills, ensuring that all learners are able to access the curriculum and communicate effectively.



### 3. Aims and outcomes

#### Early Years Foundation Stage (EYFS)

In EYFS at Jotmans Hall Primary School, we aim to offer our children a stimulating, exciting and challenging curriculum and environment, which both inspires them and motivates them to learn. We engage the children through opportunities for purposeful play, both indoors and out. Our goal is to develop the whole child, in order to sow the seeds for a love of learning.

Through the seven areas of the EYFS curriculum: Communication and Language; Physical Development; Personal, Social and Emotional Development; Literacy; Mathematics; Understanding the World and Expressive Arts and Design, we lay the foundations for our children to access the subjects of the National Curriculum, once they move into Year 1 and beyond.

#### National Curriculum

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils: By the time pupils leave the school, they should:

- 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
- be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

### 4. Teaching and learning

English is taught by class teachers within both single-age and mixed-age classes. Teaching is carefully planned using the school's long-term curriculum maps, agreed texts and supporting resources, with learning objectives adapted to meet the needs, abilities and developmental stages of pupils within each class. The English curriculum is organised into three key strands: reading and phonics, writing and grammar, and speaking and listening (oracy).

#### Phonics

Daily phonics lessons are delivered in EYFS and Key Stage 1 through the Twinkl phonics scheme. In Key Stage 2, phonics teaching and intervention are provided for pupils who require additional support to secure decoding and reading fluency. Regular assessment ensures that pupils receive targeted teaching matched to their stage of development, enabling them to make accelerated progress and become confident readers.

#### Reading

Reading is taught through a combination of phonics, fluency, comprehension and reading for pleasure. Pupils who continue to require targeted reading support following the completion of the Twinkl phonics scheme access Little Wandle Fluency provision, which consists of four fluency sessions each week alongside a dedicated comprehension session. These sessions focus on developing reading accuracy, automaticity, prosody, stamina and understanding through carefully matched texts and structured teaching.

Once pupils demonstrate secure fluency and comprehension, they progress to Fred's Fluency reading provision. Pupils in Fred's groups participate in two whole-class reading (WCR) sessions each week, which develop comprehension skills across a range of reading domains through engagement with high-quality texts.



In addition, pupils take part in two weekly Fred's Fluency sessions, which focus on developing expression, pace, prosody and reading confidence alongside a dedicated comprehension session each week.

By the end of Year 2, pupils who have completed the Twinkl phonics scheme are introduced to whole-class reading approaches in preparation for the expectations of Key Stage 2.

Alongside these structured reading sessions, all classes participate in a daily class reading session, promoting reading for pleasure and exposing pupils to a rich and diverse range of high-quality fiction, non-fiction and poetry texts. These sessions provide valuable opportunities to broaden vocabulary, develop cultural capital and foster a lifelong love of reading.

### **Grammar**

Grammar, punctuation and spelling are taught progressively across the school in line with the National Curriculum expectations for each year group. Pupils are provided with opportunities to develop their understanding of grammatical terminology, sentence structure and punctuation choices, enabling them to communicate effectively and with increasing accuracy.

The majority of grammar teaching is delivered within the context of English lessons, where pupils learn how language choices can influence meaning, purpose and impact. This contextual approach ensures that grammatical knowledge is applied meaningfully and supports the development of pupils' spoken and written language. Where appropriate, stand-alone grammar lessons may be delivered to introduce new concepts, address misconceptions or consolidate prior learning.

Spelling is taught systematically through the Twinkl phonics programme in EYFS and Key Stage 1. As pupils progress through the school, spelling instruction continues through Spelling Shed and is reinforced through reading, writing and wider curriculum opportunities. Regular practice and assessment enable teachers to identify gaps in knowledge and provide targeted support where necessary.

Key grammatical concepts, punctuation expectations and ambitious vocabulary linked to current learning are displayed within classrooms and referred to regularly, supporting pupils in developing a secure understanding of language and its effective use.

### **Oracy**

Opportunities for speaking and listening are woven throughout the curriculum and form an integral part of all English lessons. Pupils are encouraged to articulate their ideas clearly, participate in discussions, justify opinions and listen respectfully to others. Through structured talk, collaborative activities, debate, drama and presentation opportunities, pupils develop the confidence and communication skills necessary for success both within school and beyond.

### **Writing**

*Ready Steady Write* empowers teachers to provide high-quality teaching of writing through high-quality literature. These detailed units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities within and across the curriculum. They provide:

- Clear sequential episodes of learning
- Vocabulary learning and contextualised spelling, grammar and punctuation
- Wider reading for the wider curriculum
- Example Texts linked to writing outcomes
- A wealth of supporting resources

Our English curriculum is developed around a sequence of high-quality age-appropriate texts, using Literacy Count's *Ready Steady Write* units of learning. We use each book to create opportunities to:

- develop grammar and punctuation knowledge and understanding to use and apply across the wider curriculum, through sentence accuracy sessions;
- explore the Writing structure and features of different genres, identifying the purpose and audience;



- plan and write an initial piece of Writing with a clear context and purpose before evaluating the effectiveness of Writing by editing.

Building on this foundation, we teach English using a range of strategies which include:

- Group Discussion – Children discuss and interrogate new ideas in a small group or whole class setting. They listen to and value each other's ideas whilst taking feedback on board so as to improve their own explanations.
- Partner Talk – Children work in partners to discuss their ideas. They are able to explain their ideas about texts they have read and prepare their ideas before they write.
- Questioning – Teachers use a range of questioning strategies to establish children's current understanding and develop their learning.
- Modelled Writing – Teachers model writing and editing to demonstrate the high expectations they have. They verbally 'think aloud' in order to make the writing process explicit and provide a rich and varied vocabulary for the children to utilise in their own work. This happens daily, through sentence accuracy.
- Shared Writing – Teachers use the ideas from the children to create shared pieces of writing. This enables the children to see the writing process in action as well as having pride and ownership over the finished piece.
- Editing – All children are signposted to regular opportunities for reviewing and editing their own and the work of others.
- Working Walls – Teachers and children regularly update working walls to ensure learning is documented within a unit of work.

Class teachers ensure that the writing process is clearly evident on working walls, with modelled examples being available to all pupils as the sequence of lessons develops.



## 5. Curriculum Implementation

### 5.1 Writing

\*Vehicle Texts are liable to change year on year\*

\*\*A number of incidental writes will also take place in each unit covering different genres, e.g., poetry. \*\*

\*\*\* Whilst two writing units are mapped for each half term, curriculum delivery may vary year on year in response to cohort need, curriculum demands and available teaching time, enabling units to be taught in greater depth where appropriate. \*\*\*

#### Year A



|          | Autumn 1                                                                                                                                               | Autumn 2                                                                                                                                    | Spring 1                                                                                                                                  | Spring 2                                                                                                                                         | Summer 1                                                                                                                                                             | Summer 2                                                                                                                                             |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| EYFS     | <b>The Something</b><br><b>Fiction Outcome:</b> Encodable Losing Story Sentences<br><b>Non-Fiction Outcome:</b> Encodable Animal Information Sentences | <b>Star in a Jar</b><br><b>Fiction Outcome:</b> Encodable Finding Story Sentences<br><b>Non-Fiction Outcome:</b> Encodable Poster Sentences | <b>Juniper Jupiter</b><br><b>Fiction Outcome:</b> Encodable Superhero Sentences<br><b>Non-Fiction Outcome:</b> Encodable Letter Sentences | <b>Little Red</b><br><b>Fiction Outcome:</b> Encodable Traditional Tale Sentences<br><b>Non-Fiction Outcome:</b> Encodable Instruction Sentences | <b>The Extraordinary Gardener</b><br><b>Fiction Outcome:</b> Encodable Instruction Sentences<br><b>Non-Fiction Outcome:</b> Encodable Transformation Story Sentences | <b>The Storm Whale</b><br><b>Fiction Outcome:</b> Encodable Friendship Story Sentences<br><b>Non-Fiction Outcome:</b> Encodable Whale Poem Sentences |
| Year 1/2 | <b>The Secret of Black Rock</b><br><b>Fiction Outcome:</b> Encodable Return Story Sentences<br><b>Non-Fiction Outcome:</b> Encodable Diary Sentences   | <b>The Last Wolf</b><br><b>Fiction Outcome:</b> Encodable Hunting Story Sentences<br><b>Non-Fiction Outcome:</b> Encodable Recipe Sentences | <b>Hermelin</b><br><b>Fiction Outcome:</b> Encodable Detective Sentences<br><b>Non-Fiction Outcome:</b> Encodable Letter Sentences        | <b>The Bog Baby</b><br><b>Fiction Outcome:</b> Finding Narrative<br><b>Non-Fiction Outcome:</b> Instructions                                     | <b>The King Who Banned the Dark</b><br><b>Fiction Outcome:</b> Banning Narrative<br><b>Non-Fiction Outcome:</b> Persuasive Letter                                    | <b>Rosie Revere, Engineer</b><br><b>Fiction Outcome:</b> Invention Narrative<br><b>Non-Fiction Outcome:</b> Explanation Text                         |
| Year 3/4 | <b>The Iron Man</b><br><b>Fiction Outcome:</b> Approaching Threat Narrative<br><b>Non-Fiction Outcome:</b> Trap Explanation                            | <b>Into the Forest / Dear Earth</b><br><b>Fiction Outcome:</b> Lost Narrative<br><b>Non-Fiction Outcome:</b> Environment Letter             | <b>Fox</b><br><b>Fiction Outcome:</b> Fable Narrative<br><b>Non-Fiction Outcome:</b> Information Report                                   | <b>Leaf</b><br><b>Fiction Outcome:</b> Outsider Narrative<br><b>Non-Fiction Outcome:</b> Diary                                                   | <b>The Lost Happy Endings / The Tempest</b><br><b>Non-Fiction Outcome:</b> Letter<br><b>Fiction Outcome:</b> Summoning Narrative                                     | <b>Manfish</b><br><b>Fiction Outcome:</b> Invention Narrative<br><b>Non-Fiction Outcome:</b> Biography                                               |
| Year 5/6 | <b>The Lost Book of Adventure</b><br><b>Fiction Outcome:</b> Survival Narrative<br><b>Outcome:</b> Survival Guide                                      | <b>King Kong</b><br><b>Fiction Outcome:</b> Dilemma Narrative<br><b>Non-Fiction Outcome:</b> Balanced Argument                              | <b>The Promise / Macbeth</b><br><b>Fiction Outcome:</b> Character Narrative<br><b>Non-Fiction Outcome:</b> Persuasive Letter              | <b>Rose Blanche</b><br><b>Non-Fiction Outcome:</b> Diary<br><b>Non-Fiction Outcome:</b> Bravery Speech                                           | <b>Shackleton's Journey</b><br><b>Fiction Outcome:</b> Endurance Narrative<br><b>Non-Fiction Outcome:</b> Biography                                                  | Summer 2 will consist of redrafting previous independent writes alongside shorter pieces (e.g., Poible)                                              |

#### Year B



|            | Autumn 1                                                                                                                                               | Autumn 2                                                                                                                                          | Spring 1                                                                                                                                                    | Spring 2                                                                                                                                         | Summer 1                                                                                                                                                             | Summer 2                                                                                                                                             |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| EYFS       | <b>The Something</b><br><b>Fiction Outcome:</b> Encodable Losing Story Sentences<br><b>Non-Fiction Outcome:</b> Encodable Animal Information Sentences | <b>Star in a Jar</b><br><b>Fiction Outcome:</b> Encodable Finding Story Sentences<br><b>Non-Fiction Outcome:</b> Encodable Poster Sentences       | <b>Juniper Jupiter</b><br><b>Fiction Outcome:</b> Encodable Superhero Sentences<br><b>Non-Fiction Outcome:</b> Encodable Letter Sentences                   | <b>Little Red</b><br><b>Fiction Outcome:</b> Encodable Traditional Tale Sentences<br><b>Non-Fiction Outcome:</b> Encodable Instruction Sentences | <b>The Extraordinary Gardener</b><br><b>Fiction Outcome:</b> Encodable Instruction Sentences<br><b>Non-Fiction Outcome:</b> Encodable Transformation Story Sentences | <b>The Storm Whale</b><br><b>Fiction Outcome:</b> Encodable Friendship Story Sentences<br><b>Non-Fiction Outcome:</b> Encodable Whale Poem Sentences |
| Year 1 / 2 | <b>Old Bear</b><br><b>Fiction Outcome:</b> Encodable Finding Story Sentences<br><b>Non-Fiction Outcome:</b> Encodable Message Sentences                | <b>Rapunzel</b><br><b>Fiction Outcome:</b> Encodable Traditional Tale Sentences<br><b>Non-Fiction Outcome:</b> Encodable Instruction Sentences    | <b>Where the Wild Things Are</b><br><b>Fiction Outcome:</b> Encodable Return Story Sentences<br><b>Non-Fiction Outcome:</b> Encodable Information Sentences | <b>The Night Gardener</b><br><b>Fiction Outcome:</b> Setting Narrative<br><b>Non-Fiction Outcome:</b> Diary                                      | <b>Grandad's Island</b><br><b>Fiction Outcome:</b> Return Narrative<br><b>Non-Fiction Outcome:</b> Information Text                                                  | <b>A River</b><br><b>Fiction Outcome:</b> Circular Narrative<br><b>Non-Fiction Outcome:</b> Letter                                                   |
| Year 3 / 4 | <b>Rhythm of the Rain</b><br><b>Fiction Outcome:</b> Setting Narrative<br><b>Non-Fiction Outcome:</b> Information Leaflet                              | <b>Pip &amp; Egg / A Midsummer Night's Dream</b><br><b>Fiction Outcome:</b> Transformation Narrative<br><b>Non-Fiction Outcome:</b> Potion Recipe | <b>Egyptology</b><br><b>Fiction Outcome:</b> Mystery Narrative<br><b>Non-Fiction Outcome:</b> Secret Diary                                                  | <b>Arthur and the Golden Rope</b><br><b>Fiction Outcome:</b> Myth Narrative<br><b>Non-Fiction Outcome:</b> Information Guide                     | <b>The Journey</b><br><b>Fiction Outcome:</b> Refugee Narrative<br><b>Non-Fiction Outcome:</b> Diary                                                                 | <b>The Whale</b><br><b>Fiction Outcome:</b> Setting Narrative<br><b>Non-Fiction Outcome:</b> Newspaper Report                                        |
| Year 5 / 6 | <b>The Hound of the Baskervilles</b><br><b>Fiction Outcome:</b> Cliff Hanger Narrative<br><b>Non-Fiction Outcome:</b> Formal Report                    | <b>FARTHER</b><br><b>Fiction Outcome:</b> Setting Narrative<br><b>Non-Fiction Outcome:</b> Letter                                                 | <b>Hansel &amp; Gretel / Romeo &amp; Juliet</b><br><b>Fiction Outcome:</b> Dual narrative<br><b>Non-Fiction Outcome:</b> Diary                              | <b>The Ways of the Wolf</b><br><b>Fiction Outcome:</b> Hunted Narrative<br><b>Non-Fiction Outcome:</b> Balanced Argument                         | <b>The Origin of the Species</b><br><b>Fiction Outcome:</b> Discovery Narrative<br><b>Non-Fiction Outcome:</b> Explanation Text                                      | Summer 2 will consist of redrafting previous independent writes alongside shorter pieces (e.g., Poible)                                              |



## 5.2 Reading

**\*\* Please note that the topics can change year on year to reflect world issues and events\*\***

| Fred's WCR- LKS2- Year A                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                |                                                                                                                                                                                                                                |                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn 1                                                                                                                                                                                                                                                                          | Autumn 2                                                                                                                                                                                                       | Spring 1                                                                                                                                                                                                                       | Spring 2                                                                                                                                                                                                               | Summer 1                                                                                                                                                                                                                                                                         | Summer 2                                                                                                                                                                                                                                                            |
| <ul style="list-style-type: none"> <li>➤ Michael Morpurgo</li> <li>➤ Roald Dahl</li> <li>➤ Deaf Awareness</li> <li>➤ Around the World: The Himalayas</li> <li>➤ Poetry</li> <li>➤ Black History Month: Female Figures</li> <li>➤ Black History Month: Space Scientists</li> </ul> | <ul style="list-style-type: none"> <li>➤ Halloween</li> <li>➤ Bonfire Night</li> <li>➤ Remembrance</li> <li>➤ Awesome Men</li> <li>➤ Best Books of 2023</li> <li>➤ Time Travel</li> <li>➤ Christmas</li> </ul> | <ul style="list-style-type: none"> <li>➤ New Year Traditions</li> <li>➤ Chinese New Year</li> <li>➤ Awesome Series: The Accidentals</li> <li>➤ National Story-Telling Week</li> <li>➤ Children's Mental Health Week</li> </ul> | <ul style="list-style-type: none"> <li>➤ More Book Series Beginnings</li> <li>➤ Best Books of 2022</li> <li>➤ Great Graphic Novels</li> <li>➤ British Science Week</li> <li>➤ Awesome Women: Greta Thunberg</li> </ul> | <ul style="list-style-type: none"> <li>➤ Super Series – Nothing to See Here Hotel</li> <li>➤ Books into Movies</li> <li>➤ British History: The Stone Age</li> <li>➤ Wild Animal Week: British Animals</li> <li>➤ Favourite Authors</li> <li>➤ More Best Books of 2023</li> </ul> | <ul style="list-style-type: none"> <li>➤ Environment</li> <li>➤ Seaside &amp; Islands</li> <li>➤ Refugees</li> <li>➤ British Destinations: Scotland</li> <li>➤ Global Destinations: The North</li> <li>➤ Space Exploration</li> <li>➤ The Paris Olympics</li> </ul> |

| Fred's WCR- LKS2- Year B                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                     |                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn 1                                                                                                                                                                                                                                                                                               | Autumn 2                                                                                                                                                                                                       | Spring 1                                                                                                                                                                                                                                                   | Spring 2                                                                                                                                                                                            | Summer 1                                                                                                                                                                                                               | Summer 2                                                                                                                                                                                                                                                       |
| <ul style="list-style-type: none"> <li>➤ Here We Are</li> <li>➤ Roald Dahl</li> <li>➤ Deaf Awareness</li> <li>➤ Around the World: The Amazon</li> <li>➤ Poetry</li> <li>➤ Black History Month: Rosa Parks &amp; The Bristol Bus Boycott</li> <li>➤ Black History Month: The 'Voices' Series</li> </ul> | <ul style="list-style-type: none"> <li>➤ Halloween</li> <li>➤ Bonfire Night</li> <li>➤ Remembrance</li> <li>➤ Awesome Men</li> <li>➤ Best Books of 2023</li> <li>➤ Time Travel</li> <li>➤ Christmas</li> </ul> | <ul style="list-style-type: none"> <li>➤ Birds</li> <li>➤ Awesome Series: Dick Kerr Girls Football</li> <li>➤ Brilliant Book Series</li> <li>➤ National Story-Telling Week</li> <li>➤ Children's Mental Health Week</li> <li>➤ Chinese New Year</li> </ul> | <ul style="list-style-type: none"> <li>➤ New Novelists</li> <li>➤ Great Graphic Novels</li> <li>➤ Awesome Women: Mary Anning</li> <li>➤ British Science Week</li> <li>➤ Autism Awareness</li> </ul> | <ul style="list-style-type: none"> <li>➤ National Pets Month: Cats</li> <li>➤ National Pets Month: Dogs</li> <li>➤ Favourite Author: SF Said</li> <li>➤ Wild Animals</li> <li>➤ British History: The Romans</li> </ul> | <ul style="list-style-type: none"> <li>➤ Environment</li> <li>➤ Seaside &amp; Islands</li> <li>➤ Refugees</li> <li>➤ British Destinations: Wales</li> <li>➤ Global Destinations: Ireland</li> <li>➤ Space Exploration</li> <li>➤ The Paris Olympics</li> </ul> |

| Fred's WCR – UKS2 – Year A                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                |                                                                                                                                                                                                                               |                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn 1                                                                                                                                                                                                                                                                                 | Autumn 2                                                                                                                                                                                                       | Spring 1                                                                                                                                                                                                                      | Spring 2                                                                                                                                                                                                              | Summer 1                                                                                                                                                                                                                                                  | Summer 2                                                                                                                                                                                                                                                                    |
| <ul style="list-style-type: none"> <li>➤ Michael Morpurgo</li> <li>➤ Roald Dahl</li> <li>➤ Deaf Awareness</li> <li>➤ Around the World: Egypt</li> <li>➤ Poetry</li> <li>➤ Black History Month: Katherine Johnson</li> <li>➤ Black History Month: Black Britons &amp; Windrush</li> </ul> | <ul style="list-style-type: none"> <li>➤ Halloween</li> <li>➤ Bonfire Night</li> <li>➤ Remembrance</li> <li>➤ Awesome Men</li> <li>➤ Best Books of 2023</li> <li>➤ Time Travel</li> <li>➤ Christmas</li> </ul> | <ul style="list-style-type: none"> <li>➤ New Year Traditions</li> <li>➤ Chinese New Year</li> <li>➤ Awesome Series: Songs of Magic</li> <li>➤ National Story-Telling Week</li> <li>➤ Children's Mental Health Week</li> </ul> | <ul style="list-style-type: none"> <li>➤ More Book Series Beginnings</li> <li>➤ Best Books of 2022</li> <li>➤ Great Graphic Novels</li> <li>➤ British Science Week</li> <li>➤ Awesome Women: J. K. Rowling</li> </ul> | <ul style="list-style-type: none"> <li>➤ Super Series – Percy Jackson</li> <li>➤ Books into Movies</li> <li>➤ British History: The Tudors</li> <li>➤ Wild Animal Week: Giraffe</li> <li>➤ Favourite Authors</li> <li>➤ More Best Books of 2023</li> </ul> | <ul style="list-style-type: none"> <li>➤ Environment</li> <li>➤ Seaside &amp; Islands</li> <li>➤ Refugees</li> <li>➤ British Destinations: The Lake District</li> <li>➤ Global Destinations: Ethiopia</li> <li>➤ Space Exploration</li> <li>➤ The Paris Olympics</li> </ul> |

| Fred's WCR – UKS2 – Year B                                                                                                                                                                                                                                                |                                                                                                                                                                                                                |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn 1                                                                                                                                                                                                                                                                  | Autumn 2                                                                                                                                                                                                       | Spring 1                                                                                                                                                                                                                                                | Spring 2                                                                                                                                                                                       | Summer 1                                                                                                                                                                                                                                                  | Summer 2                                                                                                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>➤ Here We Are</li> <li>➤ Roald Dahl</li> <li>➤ Deaf Awareness</li> <li>➤ Around the World: Russia</li> <li>➤ Poetry</li> <li>➤ Black History Month: Michelle Obama</li> <li>➤ Black History Month: Abolition of Slavery</li> </ul> | <ul style="list-style-type: none"> <li>➤ Halloween</li> <li>➤ Bonfire Night</li> <li>➤ Remembrance</li> <li>➤ Awesome Men</li> <li>➤ Best Books of 2023</li> <li>➤ Time Travel</li> <li>➤ Christmas</li> </ul> | <ul style="list-style-type: none"> <li>➤ Birds</li> <li>➤ Awesome Series: The Inheritance Cycle</li> <li>➤ Brilliant Book Series</li> <li>➤ National Story-Telling Week</li> <li>➤ Children's Mental Health Week</li> <li>➤ Chinese New Year</li> </ul> | <ul style="list-style-type: none"> <li>➤ New Novelists</li> <li>➤ Great Graphic Novels</li> <li>➤ Awesome Women: Malala</li> <li>➤ British Science Week</li> <li>➤ Autism Awareness</li> </ul> | <ul style="list-style-type: none"> <li>➤ National Pets Month: Cats</li> <li>➤ National Pets Month: Dogs</li> <li>➤ Favourite Authors: Piers Torday</li> <li>➤ Wild Animals</li> <li>➤ British History: The Victorians</li> <li>➤ Lost Classics</li> </ul> | <ul style="list-style-type: none"> <li>➤ Environment</li> <li>➤ Seaside &amp; Islands</li> <li>➤ Refugees</li> <li>➤ British Destinations: Cornwall</li> <li>➤ Global Destinations: Malawi</li> <li>➤ Space Exploration</li> <li>➤ The Paris Olympics</li> </ul> |

## 5.3 Handwriting

|                 |                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>EYFS</b>     | Children begin to develop correct letter formation through a clear pre-cursive print style. Teaching focuses on correct pencil grip, posture, letter orientation and consistent formation of lower-case and capital letters.                                                                                                                                                                  |
| <b>Year 1/2</b> | <p><b>Autumn:</b> Children continue to develop accurate letter formation and begin to learn exit strokes where appropriate. Teaching focuses on consistency in size, orientation and spacing.</p> <p><b>Spring:</b> As pupils become secure, they are introduced to simple joins, including joins within common digraphs and trigraphs, before progressing to joining across whole words.</p> |
| <b>Year 3/4</b> | Children develop a fluent, legible joined handwriting style. Teaching focuses on joining letters consistently across words, maintaining appropriate spacing and ensuring writing is neat, clear and increasingly automatic.                                                                                                                                                                   |
| <b>Year 5/6</b> | Children continue to refine and develop a fluent, efficient joined handwriting style. Pupils are encouraged to write with increasing speed, stamina and presentation quality while maintaining legibility across all areas of the curriculum.                                                                                                                                                 |



## 6. Cross-curricular links

As a core subject, English underpins learning across the entire curriculum and plays a vital role in enabling pupils to access, understand and communicate knowledge in all subject areas. The development of reading, writing, speaking and listening skills is embedded throughout the curriculum, providing meaningful opportunities for pupils to apply and transfer their English skills across a range of contexts.

Teachers are encouraged to make purposeful links between English and other curriculum subjects, enriching learning experiences and helping pupils to recognise the interconnected nature of knowledge. Through carefully planned cross-curricular opportunities, pupils develop subject-specific vocabulary, deepen their understanding of key concepts and apply their literacy skills for authentic purposes.

Examples of these links include:

- **Science:** writing scientific reports or explanations; reading and interpreting information from science texts; developing vocabulary related to scientific concepts.
- **History:** reading historical texts and primary sources; writing historical narratives, biographies, or reports; using drama or role-playing to explore historical events.
- **Geography:** reading and interpreting maps, atlases, and geographical information; writing travel brochures, reports on different countries, or weather reports.
- **Maths:** writing or solving word problems; developing mathematical vocabulary
- **Art & Design:** writing descriptive pieces about artwork; creating stories or poems inspired by art; exploring the language of colour, shape, and form in artistic expression.
- **Design Technology:** writing design specifications and evaluations; creating instructions for constructing projects.
- **RE:** reading religious texts and discussing their meanings; writing reflections or responses to moral and ethical questions; engaging in debates about cultural and religious diversity.
- **Computing:** writing algorithms and instructions for programming; creating digital presentations or reports; reading and analysing information from digital sources.
- **PSHE:** writing reflections on personal experiences and emotions; creating persuasive pieces related to health and well-being; engaging in discussions about relationships and societal issues.
- **Music:** writing lyrics for songs or poems inspired by musical compositions; exploring the use of language in music through analysis and interpretation.

## 7. Curriculum Impact

The innovative practice across the school provides a strong foundation and opportunities for children to collaborate and develop social skills both indoors and out. This curriculum design ensures that the needs of individual and small groups of children can be met within the environment of quality first teaching, supported by targeted, proven interventions where appropriate. In this way it can be seen to impact in a very positive way on children's outcomes. High quality visits and visitors to the school enhance the curriculum and provide opportunities for Writing for a purpose. Children have opportunities to share their learning with each other, their parents and carers and other learners through school-based and external exhibitions, performances, competitions and events involving other schools. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning. As a result, we have a community of enthusiastic writers who enjoy showcasing their developing literacy knowledge and skills. They are confident to take risks in their writing, and love to discuss and share their ideas.



## 7.1 Assessment

Teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify those children who may need additional support. Formative assessment of writing is completed through teachers' daily feedback to inform future planning. Teachers use the children's everyday writing and adapt models and input to meet their current needs. Daily sentence accuracy work is carefully monitored to ensure children are constructing sentences both coherently and accurately. Termly staff meetings allow for whole school moderation of writing to deepen understanding of standards.

Subject leaders will analyse termly data and address areas for curriculum development. Children's attainment, progress and barriers to learning will be discussed in half termly Pupil Progress Meetings with senior leaders and clear actions to work on will be planned together, to support pupils and staff in closing gaps.

Long term pupils will:

- be confident in the art of speaking and listening and be able to use discussion to communicate and further their learning.
- be able to read fluently, both for pleasure and to further their learning.
- enjoy writing across a range of genres.
- be able to succeed in all English lessons because work will be appropriately scaffolded.
- have a wide vocabulary and be adventurous with vocabulary choices within their writing.
- have a good knowledge of how to adapt their writing based on the context and audience.
- leave primary school being able to effectively apply spelling rules and patterns they have been taught.
- make good and better progress from their starting points to achieve their full potential.

The impact of our English curriculum is measured through the monitoring cycle in school:

- Lesson observations, book monitoring and learning walks.
- Skills progression (grammar and punctuation) throughout the school is evident in pupils' books.
- Pupil voice – to check understanding, understanding of key skills and knowledge, progression, confidence in discussing English.
- Moderating pupils' work in school and in cluster meetings with other schools to ensure that accurate assessments are made.
- Tracking pupils' progress each term in reading, each half-term in writing and a weekly test in spellings. This informs planning and any intervention needed. See Phonics Policy (7.1) for more information.
- Inclusion grids ensure different groups (including EAL, PP and SEN) and individual progress is monitored, and interventions organised to support good and better progress.

## Writing

Pupils are actively encouraged to participate in self-assessment of their progress in all aspects of English, especially writing. Teachers assess pupils' work in English continually. The daily, in-the-moment assessments that teachers make as part of every lesson allows them to adjust their teaching and planning for subsequent lessons. At present, our formal writing assessments use levelled objectives to assess pupils' writing and these levels are recorded to track progress. Each class will produce six formal pieces of writing, as a minimum, across a range of writing genres over the course of the year.

Teachers meet regularly (in year groups, whole school and in cluster groups with other local schools) to moderate pupils' work against the objectives and expectations of their particular year group to ensure a consistency. Year-end assessments enable teachers to set targets for the next school year and help teachers to summarise the progress of each child for end-of-year reports.



## Reading

During the year, reading is assessed using a combination of formative and summative assessments. In the Autumn Term, phonics assessments take place in EYFS and KS1, while fluency assessments take place across KS2. The results are recorded and used to track the pupils' progress. These assessments are repeated in Spring and Summer Terms to keep results accurate and to track which pupils require intervention support. Phonics screening will take place in Year 1 and again in Year 2, for those who did not pass in Year 1. Spotlight readers – the lowest 20% - will be identified during assessment points throughout the year and will receive intervention support in the form of extra 1:1 reading each week.

At the end of Year 6, pupils will undertake the relevant national tests.

## Marking

Pupils receive regular feedback and marking follows the school's Feedback & Marking policy.

## 7.2 Recording

In English, pupils will record their learning in the following ways:

### KS2

- Pupils will use small purple books to record any written evidence from whole-class and fluency reading sessions, as well as comprehension sessions, where appropriate.
- Pupils will use large purple books to record any work completed during their English lessons. This includes daily handwriting and stand-alone grammar and punctuation activities.
- Some classes may also have a folder to keep further spelling/handwriting sheets.

### KS1

- Pupils will use an English book to record any work. The type of book will vary class on class, depending on the teacher's choice for the needs of their individual class. For example, half lined, full lined, etc.

### EYFS

- Tapestry Learning Journal & Class Photograph Book

All classes will have Big Write books for each pupil in order for them to showcase their independent writing throughout the year.

Depending on the individual lesson, work may be recorded in the form of notes, written work, photographs, drama or purely a verbal discussion.

## 8. Resources

### 8.1 Textbooks and other equipment

Class teachers will tailor their resources to the specific needs and interests of their individual class. Resources used for English lesson are inclusive of, but not limited to:

- Vehicle Texts – every class has a resource box with their *Ready Steady Write* vehicle texts and supplementary texts which support the themes and genre being taught for that half term. The lesson plans, resources and leadership support is found on the membership homepage online. The enhancements for the units can be seen in our indoor and outdoor areas in EYFS.



- English Working Wall and Table Resources – each class is expected to develop an English working wall which adapts daily with teaching. Displays should model the writing process and scaffolds needed for children to apply to their own writing. Spellings, handwriting and supporting phonics materials should also be displayed within the classroom to aid children's writing. Sentence accuracy checkers are available to all children. Staff will model the expectations throughout the curriculum.
- Writing Planning - The entire writing curriculum is mapped out on coverage and progression documents. Then, the *Ready Steady Write* units include all of the resources needed for each teacher to plan and deliver lessons. There are a range of scaffolds and supporting resources and teachers tweak and shape the units to meet the specific needs of their children. There are also assessment proformas which are completed half termly and identify next steps for children.
- Twinkl Phonics PowerPoints – KS1 teachers follow Twinkl Phonics for their daily phonics sessions.
- Fred's Fluency PowerPoints – slides are used in KS2 fluency sessions twice a week.
- Fred's Whole-Class Reading PowerPoints – slides are used in KS2 reading sessions two times a week.
- Books – Rhino Readers are used to support early reading in EYFS and Key Stage 1 and are matched closely to pupils' phonic knowledge. Pupils accessing the Little Wandle Fluency programme use the corresponding Little Wandle Fluency books, which are carefully matched to their fluency stage and support the development of reading accuracy, prosody, automaticity and comprehension. Class and school library books are available to all pupils across the school, providing access to a wide range of high-quality fiction, non-fiction and poetry texts that promote a love of reading and support pupils in developing as lifelong readers.
- Book Extracts – as part of Fred's reading sessions in KS2, pupils will use extracts from a range of books.
- Class Book – All class teachers will have a class book to engage pupils in longer and more complex texts to foster a love for reading.
- Video Clips – these may be used as stimulus in reading lessons.
- Spelling Shed – to aid pupils with their spellings, all pupils across the school have access to Spelling Shed. Pupils may access this at school and are also expected to access it as part of their weekly spelling homework.
- Nessy – for those pupils who are unable to access the spellings of their year group. It works with each pupil individually to ensure that they are being challenged at their own level. Nessy can be accessed at school, as well as at home, and as such pupils who use it will be expected to access it as part of their weekly spelling homework.
- Pencil grips – where required, grips are available to pupils to develop proper pencil grip and fine motor skills.
- Word Processing Software – where required, tools that allow pupils to type and edit their written work on computers or tablets.

All resources can be found in the Shared Drive which is accessible to all staff.

## 8.2 Enhancing the Curriculum

To provide a rich and engaging learning experience for all pupils, we employ various strategies to enhance our English curriculum:

- Classroom / School Environment – we celebrate English throughout the whole school, with displays of pupils' work.
- Cross-Curricular Integration – we integrate English lessons with other subjects to provide context and relevance.
- School Library – we have established a school library, accessible to every pupil, with a diverse collection of books for different age groups and reading abilities.



- Book Fairs – these are arranged each year to coincide with Parents Evening in order to expose students to a wide range of literature and to promote a sense of excitement about books.
- World Book Day – we celebrate this event as a whole school every year.
- Reading Initiatives – we aim to promote a love of reading throughout the school. This has included reading challenges to gain certificates and author visits. We encourage parents to be involved with reading at home and promote a culture of reading within families. We have a 'Mystery Reader' come into school every Wednesday to read a book to our KS1 children – this could be a family member of any child in the school, a member of staff or even a pupil from KS2.
- Assemblies – there are many opportunities for pupils to develop their speaking and listening skills when taking part in assemblies. Pupils are also given opportunities to share and celebrate their writing achievements to foster a sense of pride in their work.

## **9. Roles and responsibilities**

### **9.1 Headteacher**

The headteacher at our school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Ensure subject action plans are suitable
- Monitor the quality of resources
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out
- Monitor pupil and parent engagement with the subject

### **9.2 Subject leader**

The subject leaders at our school will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to governors on the subject and how it is being taught



### 9.3 Governing Body

The Governing Body at our school will:

- Monitor the impact of the subject across the school and on pupils
- Monitor teacher workload and professional development
- Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

### 9.4 Classroom teacher

Classroom teachers at our school will:

- Teach and assess the subject according to the principles laid out in this policy
- Report to the subject leader
- Maintain subject knowledge and appropriate CPD

## 10. Inclusion

Teachers set high expectations for all pupils in all English lessons. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)
- Pupils with English as an additional language (EAL)

#### **Pupils with English as an Additional Language (EAL):**

It is vital that children who have English as an additional language have English modelled accurately by all staff at school. Collaborative work with peers (where English is their first language) is essential and EAL children should be provided with consistent opportunities for this verbal interaction. All teachers include a range of strategies to support children with EAL which includes:

- Teacher and peer modelling and consistent use of visual support
- Repetition and recasting of language features
- Word banks and scaffolded speaking and listening activities
- Resources that include images to secure language understanding
- Use of technology to support interpretation of Example Texts

Teachers work with the SENCo to best meet the needs of individuals within their classes. Children who are new to English are assessed and support is put in place by the SENCo to help them make rapid progress.

#### **Children with Special Educational Needs (SEN):**

Some children experience learning difficulties, which affect their progress in English. Class teachers inform the SENCo if they are concerned that a child may have underlying learning difficulties. Some children then receive SEN support. This may include:

- scaffolds and supports to develop writing ideas and language acquisition
- technology to support the generation of ideas, develop words banks and plan and write
- explicit instruction, including the modelling of sentences, paragraphs, planning and editing – with opportunities for the children to practice modelled techniques



- a focus on cognitive and metacognitive strategies to help children articulate their learning
- flexible groupings to ensure peer support and appropriate level of challenge

**Confident and Competent Writers:**

Children are given opportunities to deepen their knowledge in writing and to effectively draw upon their reading when constructing texts, writing groups and differentiation. Lesson plans for *Ready Steady Write* include appropriate challenge and these are considered when delivering lessons.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## 11. Links to other policies

This subject policy links to the following policies and procedures:

- Phonics policy
- Assessment policy
- Feedback & Marking policy
- SEN policy
- EYFS policy

## 12. Monitoring and Review

This policy will be reviewed by staff and trustees every 2 years.