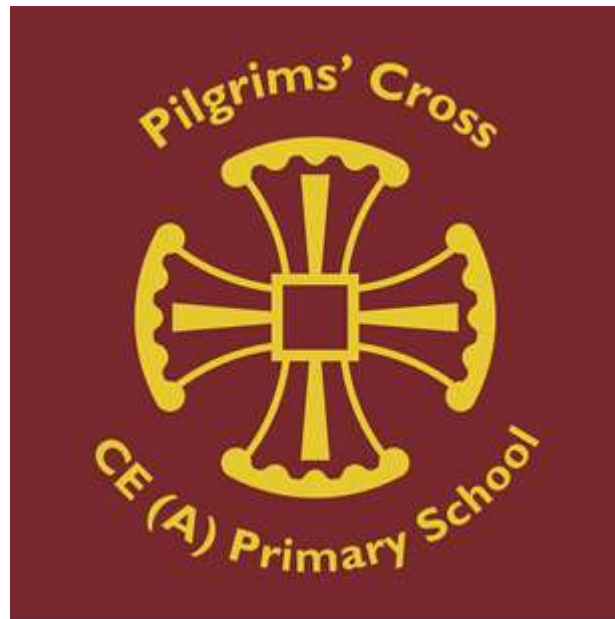


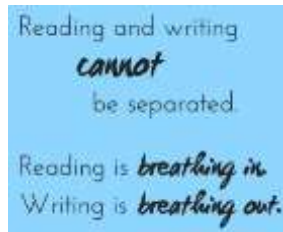
*Learning, to make a positive difference
in God's World*

Pilgrims' Cross CE Aided Primary School



ENGLISH Policy

Reviewed by	Headteacher and staff	Authorised by	FGB
Last review	November 2023	Review Cycle	Annually



Intent Statement

At Pilgrims' Cross CE Aided Primary School, we believe that reading is integral to all our English Learning. We want our children to be enthusiastic and resilient readers. In experiencing an abundance of quality, engaging texts, we believe our children will learn to love books and immerse themselves in the pleasure of reading from an early age. We believe that this innate desire to *turn the page* will, in turn, develop our children's ability to become skilled and prolific writers in English, and across the wider curriculum. English writing themes are based on enriching literature that is strongly linked to our Learning Adventure or well-known author. The children are given time to absorb chosen text, discussing and getting to know the characters and plot, researching fact and opinion, which then acts as a stimulus and driver for exciting written pieces of their own.

When the time comes for children to leave Pilgrims' Cross, we are committed to ensuring that they are equipped with, and have mastery of all essential literacy knowledge and skills, and a passion for reading and writing that will ignite the learning challenges and opportunities that await them in the future.

Implementation of the English Curriculum

Our English Curriculum is delivered through:

- Systematic synthetic phonics programme (See 'Little Wandle' phonics policy)
- Home reading
- Reading across the curriculum
- Guided reading including reading for pleasure
- Hearing quality/rich texts read aloud
- Spelling sessions
- Handwriting sessions

Guided Reading

Guided Reading, planning is linked to a key domain. Reading objectives from this chosen domain are taught over a two week period, with the flexibility to select one or two other objectives from other domains if necessary. Within the first week Whole Class Reading activities introduce the planned objectives and the children work as a class to support one another as these skills are modelled and taught by the class teacher. In week two these skills are further embedded within carousel activities, where the children, learning in smaller groups, are encouraged to apply the skills, knowledge and understanding independently. 'Reading for Pleasure' sessions are also included once a week; these sessions can involve Adventure Books from within the classroom or reading books from the Library (which the children themselves choose). Class *Book Corners* have text that enhances the current Learning Adventure Theme, whilst all other books are organised in the School Library, creating a central 'Reading for Pleasure' hub within the school, for everyone.

Home/School Reading links at Pilgrims' Cross

Other ways in which the school raises the profile and importance of Reading involve the regular exchange of reading books for the children to take home and read with their parents. The reading of these books can be highlighted in a child's own Reading Diary by the child and/or parent, which in turn is then recognised by the class teacher when the diary is returned to school. A child's *skills* book is at a level that matches their own reading skills and understanding. A child's *shared* book is one of personal choice which encourages children to discuss and indulge in their own reading experiences with parents alongside.

Core skills and objectives in Reading, Writing and Spoken Language are built upon and progressive throughout an academic year, ensuring that each year the English Curriculum teaching coherently develops and strengthens the children's skills and understanding.

Spoken Language

Children's attention, listening, understanding, vocabulary, speech, grammar, storytelling and conversations all need to be developed further in terms of skills, knowledge and complexity. We believe that our 'Learning Adventures' pedagogy provides a *real* contextualised purpose, that in turn provides a wealth of opportunities for the children to develop language within Reading and Writing, for example asking relevant questions to extend understanding and knowledge when studying a particular text or genre, articulating and justifying answers in debates and presentations or listening and responding to one another when inferring or predicting the underlying meaning in a passage or extract.

Through a range of adventurous contexts, and building on Spoken Language statements across all year groups, we want our children to demonstrate confidence and consistency in developing the skills of Spoken Language throughout their primary years.

English Long Term Planning – see Appendix 1

It is essential that teachers have a secure and shared understanding of progression within the English National Curriculum core skills and knowledge statements throughout any given year or Key Stage, ensuring the school's curriculum teaching establishes the appropriate pitch for teaching English at any age; teachers need to understand what has been learned previously and where children need to get to in order to ensure that the teaching of Reading, Writing and Spoken Language is appropriately challenging and builds on prior learning.

Medium Term Planning

English key objectives are sequenced by class into Learning Adventures which provide these key objectives within a context and give the children a real *why and how* to their learning. Reading key objectives are taught alongside Writing key objectives and link directly to the children's overall 'Learning Adventure'.

Short Term Planning – see Appendix 2

From the medium term plans teachers create an English Mini-Learning Adventure (a 2/3 week unit of work), key objectives for Reading and Writing sequenced together by the teacher in a progressive manner (MASTERY FLOW – see diagram below) to enable **all** children, over a sequence of lessons, to acquire and build-on these learning skills on their journey to an agreed final learning destination.

An initial sharing of the Learning Destination gives the children a clear purpose behind the skills and knowledge they will encounter on their Learning Journey (PREPARE). Opportunities for shared Reading

and Writing run throughout a unit of work, stimulating and generating ideas and embedding understanding. Key skills and knowledge are practised and acquired over a sequence of steps at the heart of the learning adventure (INVESTIGATE) before the final learning destination celebrates the acquisition of these skills, with **all** children being given the opportunity to apply the skills and knowledge independently in written form (APPLICATION and EXPLORE).

Other connections can also be recognised and seized upon within aspects of the broader curriculum, in subjects such as Science, History and Geography.

Handwriting and Presentation – see Appendix 3

Children are taught to write legibly, fluently and at an appropriate speed. Joining letters is introduced midway through year one, and/or once children can confidently form and write letters correctly. This helps with spelling, as research tells us that seeing words as a whole, rather than a series of isolated letters, helps us memorise and spell words correctly. Joined writing also helps pupils write more, increasing the speed of writing and fluency.











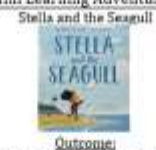
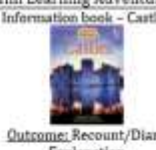

Aims for our Intent (IMPACT)

- All teachers must promote high standards of language and literacy, exposing **all** our children to a rich and varied range of genres and authors through an adventurous, progressive and balanced English curriculum. This will enable them to read and write confidently through a range of contexts, purposes and audiences.
- We will ensure that **all** our children can read easily, fluently and with good understanding and develop the habit of reading widely and often, for both pleasure and information.
- We want **all** our children to acquire a wide range and understanding of vocabulary, using rich discussion to stimulate their speaking and listening skills. This, in turn, will enable them to articulate and elaborate on their understanding, clearly explaining ideas and thinking, within group work, formal presentations and debate.
- All teachers will provide children with a consistent and progressive approach to their English teaching, creating an exciting series of immersive and progressive '*Learning Adventures*' that will encourage collaboration alongside independence and engage **all** learners.
- All teachers will plan succinctly, essentially guided by the National Curriculum key skills and knowledge objectives for Reading, Writing and Spoken Language. English Long Term, Medium Term and Short Term planning in school will ensure these objectives work in harmony with one another and are not seen as separate entities.
- All teachers will ensure that planning incorporates opportunities for **all** our children to appreciate our rich and varied literacy heritage text, as well as appreciating the impact of English in the broader curriculum, creating *Flexible Maps* that ensure purposeful links within subjects such as Science, History and Geography.


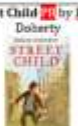









Appendix 1

See below examples of Long Term overviews in English from Years 2 and 6, which highlight the progression of purpose through an academic year and at the end of each Key Stage.

Year 2 Long Term Overview

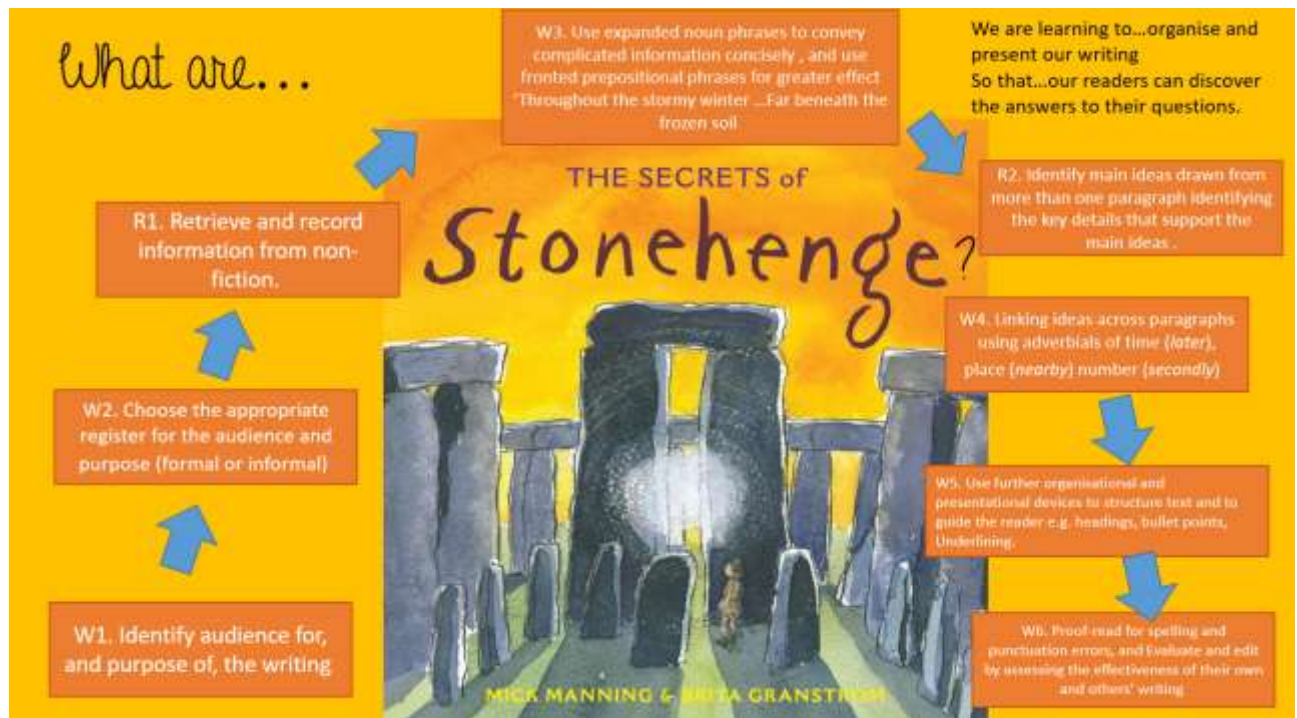
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Adventure: Our Wonderful World		Learning Adventure: Hot or cold place? TAKING FLIGHT!		Learning Adventure: Living by the Coast Turrets & Tiaras	
Mini Learning Adventure 1 Snail and the Whale  Outcome: Narrative Reading: Summarise, Inference	Mini Learning Adventure 1 The Last Wolf Mini Grey (POR)  Outcome: Character descriptions/ Narrative Reading: Summarise, Select & Retrieve	Mini Learning Adventure 1 Leaf – Sandra Dieckmann (POR)  Outcome: Write an innovated narrative Reading: Language for Effect, Themes & Conventions	Mini Learning Adventure 1 Man on the Moon – Simon Bartram  Outcome: Recount Reading: Inference	Mini Learning Adventure 1 The Mousehole Cat  Outcome: Write a diary in role as the character. Narrative Reading: Summarise, Themes & Conventions	Mini Learning Adventure 1 Princess and the White Bear King  Outcome: Information Reading: Clarify, Language for Effect
Mini Learning Adventure 2 Puffin Book of Fantastic First Poems – June Crebbin (POR)  Outcome: Poems Reading: Themes & Conventions, Language for Effect	Mini Learning Adventure 2 Wolves – Emily Gravett  Outcome: Explanation Instructions Reading: Summarise, Select & Retrieve, Inference	Mini Learning Adventure 2 Lila and the Secret Rain  Outcome: Alternative traditional tale Reading: Inference, Language for Effect Respond & Explain	Mini Learning Adventure 2 Literary Shed Film  Outcome: Explanation Reading: Summarise, Inference	Mini Learning Adventure 2 Stella and the Seagull  Outcome: Select & Retrieve, Themes & Conventions	Mini Learning Adventure 2 Information book – Castles  Outcome: Recount/Diary Explanation Reading: Summarise, Themes & Conventions
			Emma Jane's Aeroplane Amelia Earhart (Little People, Big Dreams)		Claude at the Palace 
Poetry: https://clpe.org.uk/poetry/year/years-1-and-2/search-3-use-3					
CLPE: Busy Day by Michael Rosen	Revolving Rhymes – Roald Dahl		CLPE: Plane Spotting CLPE: Moon Rocket		CLPE: Poems to Perform The Sound Collector
Geography: Why is the world wonderful? Science: Habitats Walk around Pucker 20/Anton Lakes	History: How was school different? Science: Microhabitats Theatre Company	Geography: Would you prefer to live in a hot or cold place? Science: Use of everyday materials	History: How did we learn to fly? Science: Life cycles and Health Army Air Museum	Geography: What is it like to live by the coast? Science: Plant Growth	History: What is a crosscut? Science: Making connections Castle visit

YEAR 6 ENGLISH LONG TERM OVERVIEW

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Adventure Theme: DESERT DRAMA!		Learning Adventure Theme: Have you got the energy? WW2 – It's Impact!		Learning Adventure Theme: Local Geography Who should go on a banknote?	
Learning Journey 1 Holes by Louis Sachar  Outcome: Narrative relating to text Reading: Inference, Language for Effect, Respond and Explain	Learning Journey 1 Street Child by Stella Doherty  Outcome: Write own retell of the story (first person) Reading: Inference, Language for Effect, Themes and Conventions	Learning Journey 1 Amazing Evolution: The Journey of Life  Outcome: Reading: Themes and Conventions, Select and Retrieve, Respond and Explain, Summarise	Learning Journey 1 Letters from the Lighthouse by Emma Carroll  Outcome: Write a time shift narrative linked to story Reading: Themes and Conventions, Language for Effect	Learning Journey 1 Text: The Lost Worlds by Robert Mac Farlane  Outcome: write an acoustic poem about local nature using figurative language	Learning Journey 1 Into the White by Joanna Grodzkiewicz  Outcome: Biography, Reading: Association, Respond and Explain
Learning Journey 2 Deserts by Leon Gray  Outcome: Non-chronological report Reading: Themes and Conventions, Select and Retrieve, Respond and Explain	Learning Journey 2 Text: Local history/ workhouse information texts  Outcome: The Workhouse Scandal (Answer) Newspaper Report Reading: Select and Retrieve, Summarise	Learning Journey 2 Floodland by Marcus Sedgwick  Outcome: Personal letter Reading: Inference, Language for Effect	Learning Journey 2 World War II/ D-Day: The Invasion of Normandy  Outcome: Write a first person account of D-Day from a German or Allied soldier's viewpoint. Reading: Themes and Conventions, Inference, Respond and Explain	Learning Journey 2 Text: Shed 30 by David Almond  Outcome: Narrative – rich vocabulary use Reading: Clarify, Language for Effect	Learning Journey 2 Part 2: Who would you like on a banknote? Choose your person, do some research gathering, validate the reasons. Persuasion to persuade.
Poetry: https://clpe.org.uk/poetry/year/years-5-and-6/autumn-2024 Autumn 2024 by Valerie Eason (2024-25) https://clpe.org.uk/poetry/year/years-5-and-6/spring-2024		CLPE: World War II poem recital		Chosen poems from 'Lost Worlds' to recite and learn	
Geography: - Would you like to live in the desert? Science: - Classifying big and small Art: photo opportunity	History: - What does the census tell us about the local area? Science: Light and Reflection	Geography: Where does our energy come from? Science: - Evolution and Inheritance	History: - What was the impact of WWI on the people of Britain? Science: - Circuits, batteries and switches	Geography: - Can I carry out my own fieldwork enquiry? Science: - Circulation and exercise	History: - Who should go on a banknote? Science: - the

Appendix 2

An example of an English Mini-Learning Adventure:



Appendix 3

Handwriting Guidance

'Little Wandle' letter formation











Letter formation: Capital letters

Use this document to ensure correct letter formation when you are teaching children to form capital letters.

Letter	Capital letter formation phrase
A	From the top, diagonally down to the left, up to the top, diagonally down to the right. Lift up and across.
B	From the top, down, back to the top. Round to the middle, round to the bottom.
C	From the top, curl around to the left to sit on the line.
D	From the top, down, back to the top. Curve right, down to the bottom.
E	From the top, down, back to the top. Across, back. Down to the line, across. Lift up and across the middle.
F	From the top, down, back to the top. Across, back. Lift up and across the middle.
G	From the top, curl around to the line, carry on up, then straight down. Lift up and across.
H	From the top and down. Space. From the top and down. Lift up and join the lines across the middle.
I	From the top to the bottom and stop.
J	From the top, all the way down, then short curl to the left.
K	From the top, down, up to the middle. Diagonally up, back and diagonally down to the line.
L	From the top, down and across the line.
M	From the top, down, back to the top. Diagonally down, diagonally up. Straight down to the line.
N	From the top, down, back to the top. Diagonally down, then straight up to the top.
O	From the top – all around the o.
P	From the top, down then back up. Curve right to halfway down.
Q	From the top – all around the o. Lift off. Short line diagonally down.
R	From the top, down, then back up. Curve right to halfway down. Diagonally down to the line.
S	From the top, under the snake's chin, slide down and round its tail.
T	From the top, down and stop. Lift up and from the left, make a line across the top.
U	From the top, down and curve right, then straight up to the top.
V	From the top diagonally right to the bottom, then diagonally up to the top.
W	From the top diagonally right to the bottom, diagonally up (halfway), diagonally down to the line, then diagonally up again.
X	From the top, diagonally right to the bottom. Space. Start at the top, then diagonally left to the bottom.
Y	From the top diagonally right to halfway right. Space. Start at the top, then diagonally left to the bottom.
Z	From the top go across, diagonally down to the left and across the bottom.

Phase 2 grapheme information sheet

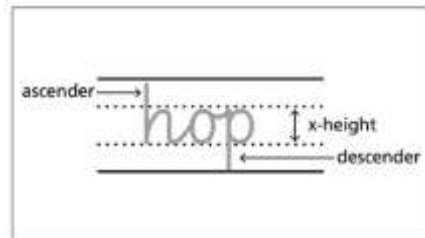
Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
	 <p>jellyfish</p>	<p>Pucker your lips and show your teeth use your tongue as you say j j j</p>	<p>All the way down the jellyfish. Dot on its head.</p>
	 <p>volcano</p>	<p>Put your teeth against your bottom lip and make a buzzing v v v v v v v v</p>	<p>Down to the bottom of the volcano, and back up to the top.</p>
	 <p>wave</p>	<p>Pucker your lips and keep them small as you say w w w</p>	<p>From the top of the wave to the bottom, up the wave, down the wave, then up again.</p>
	 <p>box</p>	<p>Mouth open then push the cs/x sound through as you close your mouth cs cs cs (x x x)</p>	<p>Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.</p>
	 <p>yo-yo</p>	<p>Smile, tongue to the top of your mouth, say y without opening your mouth</p>	<p>Down and round the yo-yo, then follow the string round.</p>

Year R and KS1 teaching of handwriting with any rhymes to help children and adults write the letters correctly from the 'Little Wandle' phonics programme.

Handwriting Guidance – once letter formation is established – Joining:

Joining letters is introduced midway through year one, and/or once children can confidently form and write letters correctly. This helps with spelling, as research tells us that seeing words as a whole, rather than a series of isolated letters, helps us memorise and spell words correctly. Joined handwriting also helps pupils write more, increasing the speed of writing and fluency.



The first join

The first handwriting join is made with exactly the same movement as a diagonal join from one letter to the start of the next.

in

The first diagonal join is introduced, from the bottom of a small letter to the top of the next, e.g.

ed, eg, ac, as.

This is followed by the second diagonal join, e.g.

iu, ig, iy.

Followed by others, e.g.

ar, an, am, ap. aw, ew, ex, ux.

The second join

The second join is a diagonal join that meets the ascender halfway up the letter and then continues to the top of the ascender, e.g.

if, ef, uf; il, it; ck, ch.

The third join

The third join is a horizontal join from the top of one letter, across the top of the next, e.g.

og

Other examples include;

wa, wo, fo; on, om; ow.

The fourth join

The fourth join is the join from the top of a small letter to the top of an ascender, e.g.

ob

Other examples include;

of, ff; wl, rl; ob, oh, ok.

Teaching the joined style

- In the early stages the correct movements are more important than the appearance of the writing. Children should be discouraged from forming writing with incorrect movements, even if they manage to achieve results that appear satisfactory. However, in later stages a more individual style is encouraged.
- As joined handwriting is a movement skill, it is essential for teachers to provide demonstrations.
- Observe individuals as much as possible while they practise. This enables the teacher to recognise and correct bad habits as, and when, they arise.
- Talk children through the process, using appropriate language.
- Encourage the children to verbalise what they are doing from time to time. This gives them a window into the thought processes they are using as they write.
- Encouraging children to use the basic handwriting patterns both for practice and for decorative purposes is a valuable technique.

Appendix 4: Spelling

In Year R and Year 1 we are guided by the 'Little Wandle' phonics programme, this is then proceeded by the *No Nonsense* spelling programme from Years 2-6 which builds on the phonics learnt and then deals with the broader aspects of spelling i.e. spelling patterns and rules – the way a word is spelt, not necessarily how it sounds, wider range of common exception words.



Spelling

Year 2 Term 2 overview

Block 3 – spring first half term

Week 1	Lesson 1 Revise Strategies at the point of writing: Have a go sheets	Lesson 2 Teach /ə/ sound spell 'y'	Lesson 3 Revise /ə/ sound spell 'y'	Lesson 4 Apply /ə/ sound spell 'y'	Lesson 5 Teach Strategies for learning words: common exception words and high-frequency words (could, should, would)
Week 2	Lesson 6 Teach Contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're)	Lesson 7 Teach/Practise Apply Contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're)	Lesson 8 Revise /i/ or /ɪ/ sound spell '-ie' at the end of words and following a consonant	Lesson 9 Revise /i/ or /ɪ/ sound spell '-ie' at the end of words and following a consonant	Lesson 10 Teach/Practise Proofreading
Week 3	Lesson 11 Teach/Practise Adding endings '-ing', '-ed', '-es', '-est' to words ending in 'r' with a consonant before it	Lesson 12 Teach/Practise Adding endings '-ing', '-ed', '-es', '-est' to words ending in 'r' with a consonant before it	Lesson 13 Teach/Practise Adding the ending 'y' to words ending in 'e' with a consonant before it	Lesson 14 Revise/Learn Strategies for learning words: selected words from this half term, focusing on polysyllabic and topic words	Lesson 15 Apply Selected words from this half term: dictation
Week 4	Lesson 16 Teach /ɪ/ sound spell 'ix'	Lesson 17 Teach /ɪ/ sound spell 'ix'	Lesson 18 Apply /ɪ/ sound spell 'ix': dictation	Lesson 19 Teach/Revise Near homophones (quite/quiet)	Lesson 20 Teach/Apply Homophones and near homophones
Week 5	Lesson 21 Teach /ɪ/ sound spell 'ix'	Lesson 22 Practise /ɪ/ sound spell 'ix'	Lesson 23 Teach/Practise Common exception words, topic words, /ɪ/ words	Lesson 24 Practise Strategies for learning words: selected words from personal lists, including common exception words, topic words, /ɪ/ words	Lesson 25 Assess /ɪ/ sound spell 'ix' and common exception words
Week 6	Lesson 26 Teach Adding '-ing', '-ed', '-es', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel	Lesson 27 Teach Adding '-ing', '-ed', '-es', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel	Lesson 28 Apply Adding '-ing', '-ed', '-es', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel	Lesson 29 Teach/Practise Common exception words (move, prove, improve, should, would, could, most, both, only)	Lesson 30 Teach/Apply Strategies at the point of writing: using a working wall

Spelling

No Nonsense Spelling

Block 4 – spring second half term

Week 1	Lesson 1 Teach /o/ spell 'a' after 'w' and 'qu'	Lesson 2 Practise Strategies for learning words: /o/ spell 'a' after 'w' and 'qu'	Lesson 3 Assess /o/ spell 'a' after 'w' and 'qu': dictation	Lesson 4 Teach Strategies for learning spellings: mnemonics	Lesson 5 Practise Strategies for learning spellings: mnemonics
Week 2	Lesson 6 Revise /ɜ/ spell 's', segmentation and syllable clapping	Lesson 7 Practise /ɜ/ spell 's'	Lesson 8 Assess /ɜ/ spell 's'	Lesson 9 Revise Homophones (new/knew)	Lesson 10 Teach/Practise Homophones (there, their, they're)
Week 3	Lesson 11 Teach Adding '-es', to nouns and verbs ending in 'y'	Lesson 12 Practise Adding '-es', to nouns and verbs ending in 'y'	Lesson 13 Apply Adding '-es', to nouns and verbs ending in 'y'	Lesson 14 Revise Strategies for learning words: Look, say, cover, write, check for selected words	Lesson 15 Practise/Apply Strategies for learning words
Week 4	Lesson 16 Teach The possessive apostrophe (singular nouns)	Lesson 17 Practise The possessive apostrophe (singular nouns)	Lesson 18 Apply The possessive apostrophe (singular nouns)	Lesson 19 Teach Strategies at the point of writing: using an alphabetically-ordered word bank	Lesson 20 Practise Strategies at the point of writing: using an alphabetically-ordered word bank
Week 5	Lesson 21 Teach Adding suffixes '-ful', '-less' and '-ly'	Lesson 22 Practise Adding suffixes '-ful', '-less' and '-ly'	Lesson 23 Apply Adding suffixes '-ful', '-less' and '-ly'	Lesson 24 Revise/Learn Strategies for learning words from this half term	Lesson 25 Assess Words from this half term
Week 6	Lesson 26 Revise Contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're)	Lesson 27 Teach Words ending '-ion'	Lesson 28 Practise Words ending '-ion'	Lesson 29 Teach Proofreading: dictionary skills	Lesson 30 Practise Proofreading: dictionary skills

Each lesson is approximately 10 to 15 minutes long, but lesson plans are flexible so that the teaching can reflect the extra time needed on a teaching point if required. The Supporting Resources at the back of each book can be used as appropriate to adjust the pace and focus of the lesson. Each lesson clearly signposts when additional resources from the Programme can be used.

Supporting Resources

The Supporting Resources include pictures and word lists, which can be photocopied and made into flashcards or used in classroom displays, and pictures. They also include games and quizzes. The Resources are featured at the end of each book for reference and as editable Word documents on the USB stick, which can be copied and pasted to be used on classroom whiteboards and in other documents.

Teaching sequence

The programme has been written broadly following a teaching sequence for spelling, whereby each new concept is taught, practised and then applied and assessed. Frequently there is also a 'Revise' session before the teaching session. A typical teaching sequence is as follows:



Within the lessons, the particular focus is identified, followed by suggested teaching strategies.

By integrating activities for handwriting, the benefit of making a spelling activity kinaesthetic is secured. The pupil acquires the physical memory of the spelling pattern as well as the visual. Integral to the process is the scope to encourage pupils to learn spellings. The value of a school policy and possible approaches are explored further on page 8, 'Learning spellings'.

You will find the following referred to in the lessons:

Modelling: An activity is described, and it is anticipated that the action expected of pupils is modelled to them first.

Spelling partners: Pupils are asked to work in pairs, often to 'test' each other. They will be asked to work with their spelling partner from time to time.