

CRADLEY CE PRIMARY SCHOOL



English Policy

Vision and values

Our values: *Respect, caring, courage, trust, perseverance, forgiveness, resilience and belonging*

Our vision: *'Believe, belong, be happy; every child, every chance, every day.'*

Our aspirations for every child at Cradley CE are encapsulated in our vision statement: 'Believe, belong, be happy; every child, every chance, every day'. This, together with our core values, drives all that we do. As a church school, we are an inclusive community where the uniqueness of every child is celebrated as a gift from God. This policy is carried out within the context and spirit of the school's Vision Statement and supports and reinforces our aspirations for our children.

Curriculum intent

At Cradley CE our curriculum is designed with our vision 'Believe, belong, be happy; every child, every chance, every day' at its heart. Staff and governors firmly believe that to help us realise our vision, our curriculum should help children to:

Believe

Our broad and balanced curriculum ensures that our children acquire and retain knowledge, develop transferrable skills and grow in understanding. It is enquiry led; it focuses on big questions to actively engage children in learning. Children use their knowledge and skills to achieve carefully planned real and purposeful outcomes. Through its design, our curriculum ensures that our children will become confident, successful life-long learners who **believe** in themselves and their own abilities.

Belong

We believe that the curriculum is a cultural experience which binds us together. The Cradley curriculum is designed to ensure that children understand that they **belong**; that they are part of an extended community which stretches back into the past and out into the future. Our curriculum ensures that our children are proud to **belong**; that they celebrate and promote their local heritage whilst being positive and active participants on a national, international and global scale.

Be happy

Memorable experiences are built into our curriculum to ensure that our classrooms are places where children are **happy** to be; where children develop a love of learning; where they can naturally develop their interests, build on their own individual talents and discover passions which will last into adulthood.

Every child

Our curriculum is designed to meet the needs and interests of **every child**, to ensure that there is something to inspire and challenge each individual. Barriers to learning have been identified and addressed through our curriculum design and our core values are embedded in all aspects of learning. As a result, we ensure our children have the courage and resilience to meet every challenge and the tools to develop strong and positive relationships. **Every child** has the opportunity to achieve the best possible outcomes.

Every chance

The Cradley curriculum provides our children with **every chance** to succeed; it is focused on ensuring children develop the cultural capital that is essential if they are to go on to be happy and successful participants in society. Our curriculum will open doors to children, show them possibilities, help them to make connections and raise aspirations. Through our curriculum, children will acquire knowledge that takes them beyond their everyday experiences whilst providing them with knowledge and skills which are essential for success.

Every day

Our curriculum ensures that **every day** is a rich learning experience: **every day** is an opportunity to build on what has gone before; **every day** is a chance to make connections; **every day** provides children with another piece of the puzzle; **every day** is the opportunity to ensure our children **shine**.

Subject intent

At Cradley CE, the English Curriculum is *designed to inspire, develop communication skills* and provide our children with the tools *to express their ideas, views and feelings*. Children are enabled to *express themselves creatively and imaginatively* as they become *enthusiastic and critical readers and writers* of stories, poetry and non-fiction texts. Our scheme of work is designed to provide the children with a range of *genres* throughout the year and across the key stages. The curriculum *builds upon previous knowledge and skills*, giving the children a *deeper understanding of text types*. This enables children to create texts, which will have an impact of both listeners and readers. Each unit of work culminates in an independent piece of writing, whereby children *innovate new ideas, demonstrate the skills mastered and express their crea-*

English curriculum design



Our *key texts drive our curriculum* and are chosen to expose our children to a *diverse range of texts* from *different periods, cultures and genres*, which they might not otherwise encounter. In doing so, the children's *horizons are widened* and *aspirations are raised*. In every unit of work, there is a great importance placed on the *acquisition and command of new vocabulary*. *Understanding words and their shades of meaning* is key for our children's *comprehension and communication* as they progress through life.

At Cradley CE, *quality speaking and listening* is modelled to the children. *Spoken language underpins the development of reading, writing, grammar and spelling*. Through *discussion, drama and roleplay*, all children have the opportunity to *verbalise their thoughts, ask questions, explain and justify ideas*. These are all *key skills needed in the wider world* and once developed, all children will have the tools needed to *achieve success at school, in further education and the wider world*.



Aims

English develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns and structures. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

Our objectives in the teaching of English at Cradley C of E Primary School are:

- to enable children to speak clearly and audibly, and to take account of their listeners;
- to encourage children to listen with concentration, in order to identify the main points of what they have heard;
- to show children how to adapt their speech to a wide range of circumstances and demands;
- to teach children effective communication, both verbal and non-verbal, through a variety of drama activities;
- to help children become confident, independent readers, through focus on word, sentence and text-level knowledge;
- to develop enthusiastic and reflective readers, through contact with a broad range of texts.
- to foster the enjoyment of writing, and a recognition of its value;
- to encourage accurate and meaningful writing, both in narrative or non-fiction form;
- to improve the planning, drafting and editing of their written work.

English teaching sequence

At Cradley CE Primary School, our English units centre around a quality text. We begin with a focus on shared reading, focusing on aspects such as features of the text type, grammar and vocabulary. Through our text we then explicitly focus on aspects of grammar. The children move on to collect ideas and vocabulary, which they use in a short writing opportunity. After modelled writing, the children write an innovated version of the text. The unit culminates with the children writing their own creative, independent piece. The length of an English unit is adapted as children move through the school.

Example of year 3/ 4 English teaching sequence.

| | | | | | |
|---------------------------------|---|---|---|---|---|
| Week 1 | Shared reading (VIPERS) | Shared reading (VIPERS) | Shared reading (VIPERS) | Shared reading (Grammar) | Spelling |
| <i>Guided reading in groups</i> | | | | | |
| Week 2 | Shared reading (Grammar) | Collecting ideas | Short write | Boxing up/ planning/ innovating ideas | Spelling |
| <i>Guided reading in groups</i> | | | | | |
| Week 3 | Modelled writing (innovation) (children write own version of model) | Modelled writing (innovation) (children write own version of model) | Modelled writing (innovation) (children write own version of model) | Modelled writing (innovation) (children write own version of model) | Assessed Write (double session) |

Reading

At Cradley CE Primary School, we believe that the ability to read and comprehend is central to learning and should be part of the children's daily diet. Not only does reading regularly help word reading and fluency, it helps us acquire new skills, knowledge and expands our vocabulary. We recognise that teaching the skills of reading to children is the key to them being confident and competent readers. Reading underpins everything in life and our children leave Cradley with the ability to navigate the real world and to realise their aspirations. Reading opens us up to experiences and possibilities and transports us to other worlds beyond our wildest imaginations. Reading reinforces that anything is possible.

Reading at Cradley is based on our English Overview objectives and our assessment grids. Pupils should develop a love for reading and be given the opportunity to read a range of fiction and non-fiction texts and access a wide selection of texts and genres. Texts to be shared in each year group are carefully mapped out on the whole-school text overview and have been chosen to ensure children are exposed to a range of fiction, non-fiction and poetry texts across the year, covering the expectations as set out in the National Curriculum.

An example 'text overview' from Year 6

| Cradley CE English texts Year 6 | | | | | |
|------------------------------------|------------------------------|---|---|---|--|
| | Fiction | | Non fiction | Poetry | Class reader |
| Autumn | Modern fiction | The Boy in The Striped Pyjamas by John Boyne <i>Author's Viewpoint</i> | Recounts: Biography / Autobiographies | Poems on a theme and significant poets of the past: War Poems | Letters from the Lighthouse by Emma Carroll Now or Never: a Dunkirk story by Bali Rai Best Christmas Present by Michael Morpurgo |
| | Stories from another culture | Trash by Andy Mulligan <i>Settings</i> | The diary of Anne Frank | | |
| Spring | Literary heritage | Macbeth Shakespeare <i>Characterisation</i> | Discussion texts (Balanced arguments) | Poetry of <u>Significant Poets</u> : Carol Ann Duffy & Benjamin Zephaniah | Room 13 by Robert Swindells Grandad Mandela by Zazi & Zindzi Ziwelene |
| | Modern classic | The Giant's Necklace by Michael Morpurgo <i>Structure</i> | | | |
| Summer | Literary heritage | BOOK LINKED TO THEATRE VISIT FOR BOOK WEEK | Revision unit Persuasive texts, including letters of complaint | | The Girl of Ink and Stars by Kiran Millwood Hargrave Cogheart by Peter Bunzl Dear Donald Trump by Sophie Siers & Anne Villeneuve |
| | Visual text | Titanium <i>Structure</i> | | | |

Teaching reading

Reading is taught in a variety of ways using the reading VIPERS.

KS1 reading VIPERS

| KS1 Content Domain Reference | VIPERS |
|--|------------|
| 1a draw on knowledge of vocabulary to understand texts | Vocabulary |
| 1b identify/explain key aspects of fiction and non-fiction, such as characters, events, titles and information | Retrieve |
| 1c identify and explain the sequences of events in texts | Sequence |
| 1d make inferences from the text | Infer |
| 1e predict what might happen on the basis of what has been read so far | Predict |

KS2 reading VIPERS

| KS2 Content Domain Reference | VIPERS |
|--|------------|
| 2a give/explain the meaning of words in context | Vocabulary |
| 2b retrieve and record information/identify key details from fiction and non-fiction | Retrieve |
| 2c summarise main ideas from more than one paragraph | Summarise |
| 2d make inferences from the text/explain and justify inferences with evidence from the text | Infer |
| 2e predict what might happen from details stated or implied | Predict |
| 2f identify/explain how information/narrative content is related and contributes to meaning as a whole | Explain |
| 2g identify/explain how Meaning is enhanced through choice of words and phrases | Explain |
| 2h make comparisons within a text | Explain |

Reading at Cradley follows the three strands; shared reading, guided reading and independent reading. Reading is explicitly taught during the first week of each English unit as shown below through both shared and guided reading sessions, with guided reading and/or independent reading continuing into week 2 and week 3 of each unit.

An example reading week from a 3 week English unit

| | Whole class – teacher led | Independent |
|-----------|--|--|
| Monday | Shared reading with a focus on VIPERS skills and text type | Independent reading activity based on a VIPERS skill OR Guided reading session based on VIPERS with an adult |
| Tuesday | Shared reading with a focus on VIPERS skills and text type | Independent reading activity based on a VIPERS skill OR Guided reading session based on VIPERS with an adult |
| Wednesday | Shared reading with a focus on VIPERS skills and text type | Independent reading activity based on a VIPERS skill OR Guided reading session based on VIPERS with an adult |
| Thursday | Shared reading | Independent activity OR Guided reading session based on VIPERS with an adult |
| Friday | Shared reading | Independent activity OR Guided reading session based on VIPERS with an adult |

Teaching reading through shared reading

Shared reading takes place at the start of every English unit as outlined in the English teaching sequence.

At Cradley shared reading is used as a vehicle to


- Read texts together as a class
- Model age-appropriate decoding strategies
- Model reading with fluency and expression
- Map and learn a text, including choral retelling of texts in KS1
- Explore text structure and key text features
- Encourage children to ask questions, clarify to aid their comprehension and to make connections with other texts
- ‘Raid the reading’ to collect words and phrases to extend our vocabulary and improve our own writing
- Acquire an understanding of grammar in context
- Create a writer’s toolkit for the text-type they are studying.

In addition, shared reading sessions are used to teach the skills of **understanding vocabulary, inferring meaning, prediction, explaining their understanding, retrieving key facts and summarising or sequencing events** (VIPERS skills). A specific VIPERS reading skill is explicitly taught at the start of each English unit (see English unit overview document for year group expectations) using a whole-school

consistent approach and a clear progression of skills. Following a shared reading session, the children independently focus on a VIPERS skill whilst engaging with their class text.

A progression of VIPERS skills is used to ensure that skills are developed as children move throughout the school.

An example of VIPERS progression for prediction

|  VIPERS READING SKILLS PROGRESSION PREDICTION | | |
|---|--|--|
| | | Suggested question stems ... |
| Year 1 | <ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far in terms of story, character and plot make simple predictions based on the story and on their own life experience. begin to explain these ideas verbally or through pictures. | <ul style="list-style-type: none"> Looking at the cover and the title, what do you think this book is about? Where do you think.....will go next? What do you think... will say / do next? What do you think this book will be about? Why? How do you think that this will end? Who do you think has done it? What might.....say about that? Can you draw what might happen next |
| Year 2 | <ul style="list-style-type: none"> predicting what might happen on the basis of what has been read in terms of plot, character and language so far make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them | <ul style="list-style-type: none"> Where do you think.... will go next? • What do you think... will say/do next? What do you think this book will be about? Why? How do you think that this will end? What makes you say that? Who do you think has done it? What might.... say about that? How does the choice of character affect what will happen next? |
| Year 3 | <ul style="list-style-type: none"> Justify predictions using evidence from the text. use relevant prior knowledge to make predictions and justify them. use details from the text to form further predictions. • | <ul style="list-style-type: none"> Can you think of another story with a similar theme? Which stories have openings like this? Do you think that this story will develop the same way? Why did the author choose this setting? Will that influence the story? What happened before this and what do you think will happen after? Do you think the setting will have an impact on plot moving forward |
| Year 4 | <ul style="list-style-type: none"> Justify predictions using evidence from the text. use relevant prior knowledge as well as details from the text to form predictions and to justify them. monitor these predictions and compare them with the text as they read on | <ul style="list-style-type: none"> Can you think of another text with a similar theme? How do their plots differ? Which stories have openings like this? Do you think that this story will develop the same way? Why did the author choose this setting? Will that influence the story? What does this paragraph suggest what will happen next? Do you think ... will happen? Explain your answers with evidence from the text |
| Year 5 | <ul style="list-style-type: none"> predicting what might happen from details stated and implied support predictions with relevant evidence from the text. confirm and modify predictions as they read on. | <ul style="list-style-type: none"> Can you think of another story with a similar theme? How do their plots differ? Which stories have openings like this? Do you think that this story will develop the same way? Why did the author choose this setting? Will that influence the story? |
| Year 6 | <ul style="list-style-type: none"> predicting what might happen from details stated and implied support predictions by using relevant evidence from the text confirm and modify predictions in light of new information. | <ul style="list-style-type: none"> Can you think of another story with a similar theme? How do their plots differ? Which stories have openings like this? Do you think that this story will develop the same way? Why did the author choose this setting? Will that influence the story |

Teaching reading through guided reading

At Cradley, guided reading provides the children with the support to develop their reading proficiency, as they actively engage with the text. We read short extracts together in small groups to give children the opportunity to further develop their vocabulary, word reading and comprehension skills. Sessions are

designed to focus on their specific needs to accelerate their progress. The teacher scaffolds the children as they read, talk and think their way through a text.

Towards the end of the Reception year and in Year 1, guided reading takes place every other week.

In years 2-6, guided reading takes place twice every 3 weeks.

EYFS

When reading with the youngest children, guided reading takes the form of a small group shared story session, where children are encouraged to listen to a text being read by an adult and to engage with the text by responding in different ways. Texts are carefully chosen to link to the texts read during the whole class shared session or to further practise a key reading skill. Guided reading sessions begin during the Spring term.

YR 1 - 6

During year 1, children will begin to take part in more formal guided reading sessions. Children are grouped according to their reading ability and read short, appropriately challenging texts.

During a guided reading session, the children read a text together and practise word reading and decoding. They are taught to monitor their understanding of the text as they read by explaining vocabulary, clarifying words or phrases and summarising key points.

The teacher focuses on different skills in a reading session, such as predicting or inference.

Teaching reading through independent reading

At Cradley, we believe that it is important that children read to adults regularly to develop their decoding and comprehension skills. In KS1, each child will read twice a week to an adult, including Guided Reading sessions. In KS2, each child will read once a week to an adult, including Guided Reading sessions. During this reading session, the adult supports the child with decoding words, scaffolding, fluency and questions to develop their reading skills. Independent reading books are sent home with the child to further practise reading at home.

Reception and KS1

All children have a phonics-based reading book which is appropriate to their reading ability. Books are carefully designed to consolidate the phonics the children have already studied in school and are grouped into sets that closely follow the SSP program delivered in school. Books have been selected from a range of reading schemes in order to match the phonics program as closely as possible, and are at least 90% decodable. Children are encouraged to use their phonic knowledge to blend to read words initially and are then encouraged to develop fluency as they continue to practice reading their book at home and at school. Sound and word lists are sent home to consolidate any sounds within a book that the child needs further support to recognise. In addition to this, tricky word books are used to ensure that children learn to recognise the appropriate harder to read and spell words on sight.

Towards the end of their Reception year and throughout KS1, the children also choose a book from an age-related basket to enjoy with an adult at home.

KS2

All children have a reading book from the school scheme which is appropriate to their reading ability. They alternate this with reading a book chosen from the Accelerated Reading program in the school library. Each child takes a test termly to assess their reading comprehension and word reading ability. Following these assessments, they are given a ZPD range. This book range will allow them to read appropriately challenging books – difficult enough to keep them engaged but not so difficult that they become frustrated.

After reading their independent book, they may take a short test of 5 or 10 questions, which assesses their comprehension.

Cradley CE phonics-based reading scheme overview

| | | | |
|--|---|---|--|
| At Cradley CE Primary school, we follow the ELS phonics teaching programme. Children are given a phonics-based reading book that consolidates the phonics they have previously learnt in class. Books are given once the full set of sounds have been learnt during phonic sessions in school. Sounds in the book should be familiar to the children. Books should be re-read until they can be read fluently. | | | |
| Phase 1 | | | |
| Wordless books | | | |
| Phase 2 | | | |
| Phase 2 – Set 1 | Phase 2 – set 2 | | Phase 2 – set 3 |
| Consolidate new sounds s a t p i n m d | Consolidate new sounds g o c k ck e u r | | Consolidate new sounds h b f l ff ss ll |
| Phase 3 | | | |
| Phase 3 – Set 1 | Phase 3 – Set 2 | Phase 3 – Set 3 | Phase 3 – Set 4 |
| Consolidate new sounds j v x z w qu y zz | Consolidate new sounds sh ch th ng | Consolidate new sounds ai ee igh oa oo/oo ar or | Consolidate new sounds er ow oi ur ear air ure |
| Phase 4 | | | |
| Phase 4 – Set 1 | | Phase 4 – Set 2 | |
| Consolidate blending using consonant clusters | | Consolidate blending using consonant clusters and long vowel sounds | |
| Phase 5 | | | |
| Phase 5 – Set 1 | Phase 5 – Set 2 | Phase 5 – Set 3 | |
| Consolidate new graphemes for reading and alternative pronunciations ay oi ir ou ea ie oe aw ue zh au ew ph wh a-e e-e i-e o-e u-e y o i | Consolidate alternative pronunciations and alternative spellings i o c g ow ie ea a y ch ou | Consolidate all phase 5 | |

Cradley CE letter-based reading scheme overview

| <p>At Cradley CE Primary, we encourage children to read a range of books, appropriately linked to their reading age.</p> <p>In KS1, in addition to their phonic reading book, children will read a book from the Cradley reading scheme. These books offer the children a wider range of vocabulary than those offered through the phonics scheme. Books are grouped according to their level of difficulty and are based on 'book bands'.</p> <p>Once the phonic scheme has been completed, children will only read books from the book band reading scheme.</p> <p>In KS2, Cradley reading scheme books are alternated with AR reading books from the school library.</p> | | | |
|---|--|-------------------------------|----------------------------|
| Letter | Book band colour/ reading stage | Approximate reader age | Expected year group |
| A | Pink (stage 1+) | 4-5 years | Reception |
| B | Red (stage 2) | 4-5 years | |
| C | Yellow (stage 3) | 4-5 years | |
| D | Light blue (stage 4) | 5 years | Year 1 |
| E | Green (stage 5) | 5-6 years | |
| F | Orange (stage 6) | 5-6 years | |
| G | Turquoise (stage 7) | 6 years | |
| H | Purple (stage 8) | 6-7 years | Year 2 |
| I | Gold (stage 9) | 6-7 years | |
| J | White (stage 10) | 6-7 years | |
| K | Lime (stage 11) | 6-7 years | |
| L | Lime (stage 12) | 6-7 years | |
| M | Brown (stage 8-11 easier) Copper (stage 12) | 7-8 years | Year 3 |
| N | Brown (stage 8-11 harder) Topaz (stage 13) | 7-8 years | |
| O | Grey (stage 12-13) Ruby (stage 14) | 7-8 years | Year 4 |
| P | Grey (stage 14) Emerald (stage 15) | 7-8 years | |
| Q | Dark blue (stage 15) Sapphire (stage 16) | 9 years | Year 5 |
| R | Dark red (stage 17) Diamond (stage 17) | 9-11 years | Year 6 |
| S | Pearl (stage 18) | 9 – 11 years | |

Assessment of reading

Assessment of reading skills is an ongoing process. Teachers use daily assessments to inform planning and offer further support and challenge. End of year expectations are detailed in assessment grids and evidence towards these statements is collected throughout the year. During the lower years, on-going phonic assessment data is used to inform teacher assessment.

An example of a Year 3 reading assessment grid

| Word Reading | | | Comprehension | | |
|---|---|--|--|--|--|
| Y3 | Decoding | Reading for Pleasure | Inference, Prediction, Clarifying, Questioning, Summarising | Language for Effect | Themes and Convention |
| By year end: Year 3 AR level 2.9+ Bookband N + | Decode most new words outside of spoken vocabulary. | Demonstrate engagement with reading: <ul style="list-style-type: none"> - reading for sustained periods of time - engaging actively in book discussion - respond to reading in a written form | Infer - draw inferences such as characters' feelings, thoughts and motives from their actions, and justify with evidence from the text or life experience. | Identify language, structural and presentational features of texts and discuss how they contribute to the meaning. | Begin to make connections between texts. |
| | Read longer words with support. | | Predict - what might happen from details stated and implied based on: <ul style="list-style-type: none"> - content - simple themes/ text types Justify predictions with evidence | Discuss words and phrases that engage the reader. | Begin to identify simple common themes in texts e.g. good vs evil, use of magical devices. |
| | Use the context of a sentence to read unfamiliar words. | | Clarify - use dictionaries to check the meanings of words they have read. | Give extended explanations of the impact of language choices on meaning. | Begin to identify conventions of different types of writing. |
| | Self-correct consistently | | Question - ask and answer questions to improve understanding of a text. Summarise - identify main ideas drawn from more than one paragraph and summarise these. Retrieve and record information from non-fiction | | Comment on the use of conventions in different types of writing. |

Phonics

At Cradley, we begin teaching **phonics** in Early Years Foundation Stage (from the children's second week in school) and this is continued in KS1, and KS2 where necessary. We follow the '**Essential letters and sounds**' program so reading is taught through a systematic synthetic approach. A phonics progression of skills document based on the ELS phonics scheme can be found below.

| CRADLEY CE PRIMARY SCHOOL Phonics skills progression Based on the 'Essential letters and sounds' program – SSP adopted by the school 2021/2022 | | | | | | |
|---|--|--|--|--|---|--|
| | Phase 1 | Phase 2 | Phase 3/4 | Phase 4 | Phase 5 | Phase 6 |
| Overview | Phase 1 concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work, which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. They will follow 7 aspects. | In Phase 2, letters and their sounds are introduced one at a time, in a set sequence. Continued focus on oral blending. The children will begin to learn to blend and segment to begin reading and spelling. This will begin with simple words (VC and CVC). The children will begin to recognise some words on sight. | In phase 3, phase 2 letters and sounds and oral blending skills are continually practised and revised. The children will learn a further 29 new GPCs and will blend and segment to read and spell using these GPCs. They will begin to read sentences and captions more fluently and will recognise some words on sight. | During phase 4, phase 3 letters and sounds and oral blending skills are continually practised and revised. No new GPCs are learnt. Children learn to read and spell words with adjacent consonants e.g. trap, string, milk. Adjacent consonants NOT taught as digraphs. By this point children would be expected to be reading CVC words at speed along with the tricky words from the previous phases. It is important that children are taught that blending is only used when a word is unfamiliar. | During phase 5, children will be taught new graphemes and alternative pronunciations for these graphemes and graphemes they already know. Children will begin to learn to choose the appropriate grapheme when spelling. The children will be automatically decoding a large number of words for reading by this point. By this phase children should be reading words fluently and no longer be blending and segmenting familiar words. The real focus throughout the phase is to not only learn the new graphemes for reading but also to learn to read words with alternative pronunciations. Children will also learn alternative spellings for each phoneme. | With ELS, phonics teaching does not stop at the end of Phase 5, but continues as children move through the school, with links being made between their GPC knowledge and spelling. All previously taught GPCs for reading and spellings are revised at the start of phase 6. School staff plan their own sessions to deliver the objectives outlined in the Phase 6 letters and sounds document. At this stage, children will be able to read many familiar words automatically. Suffixes will be introduced as well as basic grammar strategies |
| New GPCs or spelling patterns | Seven aspects: • Environmental sounds • Instrumental sounds • Body percussion • Rhythm and rhyme • Alliteration | Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs) | Sounding out and blending with 29 new GPCs Set 6: j, v, w, x | No new GPCs learnt Word structures: cvcc, ccvc, ccvcc, ccvcc Suffixes: -ed, -er, -est | Set 1 – 20 new GPCs Ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e, c/s/ | Suffixes: s, es, ing, ed, er, est, y, en, ful, ly, ment, ness |
| | • Voice sounds • Oral blending NO GPCs introduced | Set 1: s, a, t, p Set 2: i, n, m, d Set 3: g, o, c, k Set 4: ck, e, u, r Set 5: h, b, f, ff, l, ll, ss | Set 7: y, z, zz, qu Consonant digraphs: ch, sh, th, ng Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er | | Set 2 – 2 new GPCs y /ee/ al /or/ Set 3 – Alternative pronunciations for Graphemes (49 new GPCs) | |
| Harder to read and spell words | | 12 new harder to read and spell (HRS) words: l, the, no, put, of, is, to, go, into, pull, as, his. | 32 new HRS words: he, she, buses, we, me, he, push, was, her, my, you, they, all, are, ball, tall, then, what, said, so, have, were, out, like, some, come, there, little, one, do, children, love | | Set 1 – 16 new HRS words: oh, their, people, Mr, Mrs, your, ask, should, would, could, asked, house, mouse, water, want, very. Set 2 – 9 new HRS words: please, once, any, many, again, who, whole, where, to Set 3 – 4 new HRS words: here, sugar, friend, because PLUS common expectation words for Year 1 | Review all HRS words plus common exception words for Year 1 and Year 2 |
| When taught using the ELS scheme | Consolidated throughout the Reception year | Reception Year – Autumn term 1 | Reception Year – Autumn term 2 Spring term 1 Spring term 2 | Reception Year – Summer term 1 | Reception Year – Summer term 2 Year one – Autumn term 1 and 2 Year one – Autumn term 2 Year one – Spring and Summer term | Year two |
| End-point | | | | It is expected that children will be secure with their learning to phase 4 by the end of the Reception year. | It is expected that children will be secure with their learning to phase 5 by the end of Year 1 | It is expected that children will be secure with their learning to phase 6 by the end of Year 2 |

During Reception and Key Stage 1 phonics is taught for 30 – 40 minutes each day. Whole class sessions are delivered initially during the Reception year. As the year progresses and into KS1, children are grouped according to their current level of phonic skills and knowledge. Groups remain fluid and children move between groups based on on-going teacher assessment. Phonic sessions follow a daily cycle of revisit and review, teach, practise and apply. They are fast paced and include a range of activities, including reading both real and nonsense words. Staff are guided by the phonics consistency document when planning and delivering phonics session in order to maintain a consistent approach across year groups. All staff across the school take part in regular phonics training. Phonic assessments are completed each half term. Children who fall behind age related expectations are identified early and intervention is quickly targeted though additional 'booster' sessions.

In addition to their independent reading books, children in Reception and Key Stage 1 are assigned an electronic e-book at the end of each week that offers the opportunity to directly practise and consolidate the grapheme-phoneme correspondences covered in phonics sessions that week. This task forms part of their weekly homework.

As children move into KS2, phonic sessions are delivered as 'intervention' sessions and are carefully planned to meet the needs of the children involved.

Developing a love of reading

Instilling a love of reading in all of our children is key to our vision at Cradley C of E Primary. High priority is given to the regular sharing of high-quality texts.

Story time

Our children regularly listen to adults reading aloud from a wide range of books; something that is as important for our older children as it is in early years. For 15 minutes daily, children hear an adult read a quality class reader chosen from our school reading spine. On Fridays throughout school, adults share poetry with the children. Children in the early years are immersed in rhymes and learn a 'rhyme of the week'.

Loving reading

Throughout school, we have reading displays to spark the interest and enthusiasm of the children. Children have the opportunity to interact with books in their book corners and areas. We have a well-stocked school library, which the children enjoy visiting. Reception and year 1 children borrow reading books to be read to them, with an associated activity pack, to enjoy at home. In KS2 the children are introduced to the Accelerated Reading scheme. They independently choose a book within their reading range and are motivated to read more by the acquisition of points after a short quiz related to the book. This resource is very effective in motivating our children to read and enjoy books.

Recommendations

Children recommend books in a variety of ways. They read and choose favourite books in KS1 to recommend to the other classes. In KS2 children share book recommendations within classes and also use bookmarks to signpost favourite books in the library.

Brilliant book week

Annually, we have a focus on books with our themed book week. It is centred around a visit from a travelling theatre company and the children become immersed in the story over the week. Activities include dressing up as favourite book characters, competitions, reading cafes, visiting readers and the opportunity to share and buy books.

Writing

Throughout the year, every year group reads and writes a variety of genres. There is a balance of fiction, non-fiction and poetry as well as a balance of writers, modern texts and classics. Each unit is based on a quality text. Many topics are linked to our English units, e.g. writing about life cycles of plants in an explanation text after learning about plants in Science.

Example of Year 5 yearly English overview

| | | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
|--------|-------------|--|---|--|---|---|-------------------------------|
| Year 5 | Fiction | Narrative: Modern Fiction <i>Leon and the Place Between</i> (Settings) | Narrative: Literacy Heritage/Poetry <i>The Highwayman</i> (Characterisation) | Narrative: Stories from another culture <i>Journey to Jo'Burg</i> (Author's Viewpoint) | Narrative: Modern Fiction <i>Mad Miss Moneypenny</i> (Settings & Characterisation) | Narrative: Visual Literacy <i>The Piano</i> (Structure & Characterisation) | Text chosen yearly |
| | Non-Fiction | Information texts: <i>Anglo Saxons</i> | | Persuasion | | Recounts: newspapers <i>The Man who walked between towers</i> | Explanation texts |
| | Poetry | | Classic Narrative poetry | | Performance Poetry on a theme: Senses | | |

Independent writing takes place at the end of every fiction and non-fiction unit. The children independently plan, write and edit their own work. This is then assessed using a Year group writing grid. Targets are set from this piece of writing for each child.

Example of Year 4 writing grid

| Year 4 evidence gathering grids | | | | | | | | | |
|--|----------|------------|------------|-----------|--------------|------------|----------|------------|--|
| Spell words from Year 3 and 4 word list | | | | | | | | | |
| accident | build | decide | experiment | heart | material | particular | purpose | strengthen | |
| accidentally | busy | describe | extreme | height | medicine | peculiar | quarter | suppose | |
| actual | business | different | famous | history | mention | perhaps | question | surprise | |
| actually | calendar | difficult | favourite | imagine | minute | popular | recent | therefore | |
| address | caught | disappear | February | increase | natural | position | regular | though | |
| answer | centre | early | forward(s) | important | naughty | possess | reign | although | |
| appear | century | earn | fruit | interest | notice | possession | remember | thought | |
| arrive | certain | eight | grammar | island | occasion | possible | sentence | through | |
| believe | circle | eighth | group | knowledge | occasionally | potatoes | separate | various | |
| bicycle | complete | enough | guard | learn | often | pressure | special | weight | |
| breath | consider | exercise | guide | length | opposite | probably | straight | woman | |
| breathe | continue | experience | heard | library | ordinary | promise | strange | women | |
| Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch) Writing (including: vocabulary, formality) suits the genre studied Paragraphs organised around a theme and information is grouped correctly. Rich and varied language appropriate to text type is used, including specific vocabulary choices. Describe characters to create an impact of the reader (careful choice of adjectives, verbs and speech) Describe settings to create an impact of the reader (fronted adverbials, expanded noun phrases, senses) Noun phrases expanded by adding appropriate adjectives, specific nouns and prepositional phrases Fronted adverbials for when and where. Adverbs used for effect in different places in sentence Use of prepositions, e.g. I sneaked out <u>after</u> dinner. She placed the key in the rusting lock. Standard English instead of local spoken forms. E.g. we were not 've war' Consistent/ correct use of tense throughout piece for cohesion. Relative clause (using who/whom/which) e.g. The girl, whom I remember, had long black hair 'ed' clauses as starters e.g. Frightened, Tom ran straight home to avoid being caught. Start with a simile e.g. Like a walling cat, the ambulance screamed down the road. Target: | | | | | | | | | |
| Use of consistent pronouns and nouns for consistency/ cohesion Use a range of co-ordinating and subordinating conjunctions for and nor but or yet so (Famboys) Extend range of subordinating sentences by using a range of time conjunctions, e.g. while, when, as, after, before, until, during Extend range of sentences by using causal conjunctions, e.g. so, because, if, therefore Extend range of sentences by using contrasting conjunctions, e.g. but, however, although Consistent use of CL, FS and range of punctuation ! ? ... Apostrophes to mark singular possession Apostrophes to mark plural possession (regular and irregular) Use commas for fronted adverbials Use commas correctly for clauses Full punctuation for direct speech Proof read for spelling, punctuation and sense. Expanded 'ing' clauses as starters Dialogue - verb + adverb Short sentences to move events on quickly | | | | | | | | | |

Feedback

- Daily marking of English books takes place with success criteria being ticked when achieved. Comments and 'close the gap' comments are given where appropriate.
- Verbal on the spot feedback is given to maximise the effectiveness of the lesson, address misconceptions and to provide challenge.
- Marking of independent assessed writing is done on grids (see above). Pink highlighting demonstrates achievement of a strand. Green highlighting indicates further work is needed. A target is set as a result of the assessment.

Speaking and listening

At Cradley CE Primary, high-priority is placed on the development of vocabulary and oracy skills, across all areas of the curriculum. All staff model Standard English in the classroom and build opportunities for active speaking and listening across the curriculum.

Speaking and listening form the foundations of literacy development and play an essential role in enabling children to discuss their ideas and become effective readers and writers. Staff provide a language-rich speaking and listening environment, where children are confident to express their own ideas and build-upon or challenge the ideas of others.

The strands of speaking and listening are as follows:

Talking to others: To talk in a purposeful and imaginative way to explore ideas and feelings. To adapt and vary structure and vocabulary according to purpose, listener and content.

Talking with others: To listen to and respond to others, including when working in pairs and groups, shaping meaning through suggestions, comments and questions.

Talking within role-play and drama: To create and sustain different roles and scenarios to explore texts, ideas and issues.

Talking about talk: To understand the range and uses of spoken language, commenting on meaning and impact.

A range of strategies are utilised during English sessions to develop these speaking and listening skills including:

- Drama and role play activities
- Use of songs and rhymes
- Verbal retelling and improvisation of stories using story maps
- Paired talk
- Group activities
- Oral presentations, debates and class discussions

Spelling, punctuation and grammar

At Cradley CE, spelling, punctuation and grammar is taught within an English unit. A quality text is our starting point when learning a new grammatical aspect. Spelling lessons are delivered twice in a three-week period using Spelling Shed. Short daily spelling activities are also delivered either focusing on phonics, a spelling rule or year group statutory spellings. Children are tested weekly on their spellings, which directly link to the learning in class that week. The children are also tested on 'unseen' spellings, where they must apply the new phonic or spelling rule.

Grammar and punctuation overview

| Word Structure | Sentence Structure | Text Structure | Punctuation | Terminology for Pupils |
|--|--|--|--|---|
| Regular plural noun suffixes -s or -es (e.g. dog, dogs, wish, wishes) | How words can combine to make sentences | Sequencing sentences to form short narratives | Separation of words with spaces | word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark |
| Suffixes that can be added to verbs (e.g. helping, helped, helps) | How and can join words and join sentences | The consistent use of present tense versus past tense throughout texts | Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences | verb, tense (past, present), adjective, noun, suffix, apostrophe, comma |
| How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. undo the boat) | Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) | Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting) | Capital letters for names and for the personal pronoun I | word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause |
| Formation of nouns using suffixes such as -ness, -er | Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon) | Introduction to paragraphs as a way to group related material | Capital letters, full stops, question marks and exclamation marks to demarcate sentences | pronoun, possessive pronoun, adverbial |
| Formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found in the spelling annex.) | Sentences with different forms: statement, question, exclamation, command | Headings and sub-headings to aid presentation | Commas to separate items in a list | relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity |
| Use of the suffixes -er and -est to form comparisons of adjectives and adverbs | Expressing time and cause using conjunctions (e.g. when, before, after, while, because), adverbs (e.g. then, next, soon, so), or prepositions (e.g. before, after, during, in, because of) | Use of the perfect form of verbs to mark relationships of time and cause (e.g. I have written it down so we can check what he said.) | Apostrophes to mark contracted forms in spelling | active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points |
| Formation of nouns using a range of prefixes, such as super-, anti-, auto- | Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition | Use of paragraphs to organise ideas around a theme | Introduction to speech marks to punctuate direct speech | |
| Use of the determiners a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) | Fronted adverbials | Appropriate choice of pronoun or noun across sentences | Use of speech marks to punctuate direct speech | |
| Word families based on common words | Relative clauses beginning with who, which, where, why, or whose | Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) | Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots) | |
| The grammatical difference between plural and possessive -s | Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) | Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) | Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.) | |
| Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done) | Use of the passive voice to affect the presentation of information in a sentence (e.g. The boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day) | Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis | Brackets, dashes or commas to indicate parenthesis | |
| Converting nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify) | Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day) | Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text | Use of commas to clarify meaning or avoid ambiguity | |
| Verb prefixes (e.g. dis-, de-, mis-, over- and re-) | The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech) | | Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. | |
| The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing) | | | Punctuation of bullet points to list information | |
| | | | How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man eating shark, or recover versus re-cover) | |

All terms in bold should be understood with the meanings set out in the glossary.

| Key | |
|--------|--|
| Year 1 | |
| Year 2 | |
| Year 3 | |
| Year 4 | |
| Year 5 | |
| Year 6 | |



EYFS

At Cradley CE Primary, the EYFS curriculum is centred around the development of children's language and communication skills. The curriculum is developed around key questions and is driven by high-quality texts. Learning activities and topics are led by the children's interests and are adapted to suit both the interests and needs of each unique cohort of children.

Early reading is prioritised and daily phonics sessions ensure that children learn to read quickly. English lessons are underpinned by the Early Learning Goals, in particular those related to the strands of Literacy and Communication and language. A clear progression of skills for each ELG maps out the expected level of development at key points during the year and these are used to shape the learning objectives and activities in class, ensuring learning is closely matched to children's current ability and next steps. English is taught discretely each week with a focus on key reading or writing skills. As children move through their Reception year, elements of whole-school English practice e.g. the teaching of shared reading, guided reading sessions etc are included in English sessions to allow for continuity between Reception and Year 1. Interventions to develop key communication skills are effectively used to support individual children as needed.

The indoor and outdoor environment reflects the high priority placed on development of early reading, writing and communication skills. A language rich provision provides children with opportunities to apply and develop the skills they have learnt during whole-class or adult directed teaching time. During child-initiated learning (challenge and choice), children are challenged to access a wide variety of learning activities, including planned challenges linked to Literacy and Communication and language skills. The role of the adult is paramount and as such adults are used effectively within the provision to support these developing skills through varied interactions including commenting, modelling language, questioning and challenging.