English Policy 2025

The CFLP English Policy in respect of the Children First Learning Partnership has been discussed and adopted by the Local Advisory Board.	
Chair of Local Advisory Board:	*Mr. C Clulow*
Responsible Officer:	*Head Teacher – Mrs C Hodson*
Agreed and ratified by the Local Advisory Board on:	*03.02.25*
To be reviewed:	*Feb 2027 or earlier if required*

Kingsfield First School

English Policy 2025

(To be read in conjunction with the school handwriting, spelling & phonics policies)

The overall intent of our school curriculum is to:

Recognise uniqueness: in our pupils, staff, resources and whole school community.

Be Inclusive: recognising learning styles, learning needs at all levels and providing solutions to any barriers to learning we encounter.

Engage and Inspire: through knowledge rich, highly enriched, progressive and purposeful contexts.

Promote Aspiration: offering challenge, accountability and responsibility for their learning.

Create citizens of the Future: who thrive on responsibility, see difference as a strength of our community and use democracy to embed their own values and beliefs.

Our English curriculum strives to drive all of these intentions and links very closely to the achievement and development of them all.

Intent

Our challenging and creative English curriculum aims to enable all pupils to achieve ambitious levels of literacy. Children are provided with an exciting and innovative curriculum which promotes a love of reading and a belief that everybody is an author.

Children are exposed to high quality literature to inspire their own writing and to model engaging uses of the English language. Through the critique of these texts, children develop their oral comprehension skills. Imagination and originality are nurtured through exploration, discussion and drama. Spelling, punctuation, grammar and phonics teaching ensure that children have the skills and confidence to develop their writing style across a range of genres and in varied contexts.

We recognise the importance of communication and language development in achieving academic success in English. Therefore, oracy is at the heart of our curriculum. Children are immersed in a language rich curriculum that intends to give all pupils an extensive vocabulary and oral proficiency.

Implementation

We use the **National Curriculum** programmes of study for Reading, Writing, Spelling, Grammar and Punctuation. We ensure that basic literacy skills are entwined through our text based units and the wider curriculum.

Reading is an integral part of school life. We value reading and we have a reading core offer which is embedded within our everyday school practice. Our school follows Little Wandle Letters and Sounds Revised to teach phonics and early reading. This progressive scheme enables the children to become fluent and comprehensive readers by the end of Year 1. (Please see separate phonics policy). The teaching of reading is delivered through individual, group and whole class teaching sessions using challenging texts to apply new skills and knowledge taught. (Please see Appendix 1 for our Reading band Phase 1, 2, 3, 4 & 5 (EYFS / Y1) Book Band Colours Y2 - 4)

Reading for Pleasure

Our children deserve a rich curriculum that encourages a love of literature. All classes share books (in their entirety where possible) and are given access to a wide range of texts across different subjects. We believe that active encouragement of reading for pleasure is a core part of every child's educational entitlement, because we know that extensive reading and exposure to books makes a huge contribution to children's vocabulary, understanding and subject knowledge. Reading is promoted through the use of our school libraries, class reading areas and whole school assemblies.

Spellings are explored, taught and practised regularly and are commented upon during marking and live facilitation to ensure our high expectations are met. Children have a 'Fast Five' of CEW and spelling patterns to learn on a weekly basis.

Writing

The progression documents show progression of writing skills across the school. At the Children First Learning Partnership children are taught a range of genres to embed the basic skills across the curriculum.

Lessons are planned from the correct year groups Programmes of Study from The National Curriculum. Teachers will be aware of the prior learning that needs to be secure from previous year groups to ensure new content can be understood. The progression documents are then broken down into smaller steps to ensure lessons are driven by sharp learning objectives that are progressively linked. We use our flow of writing (See Appendix 3) to support the learning process and to practise and embed new skills and knowledge in the different genres.

Individual lessons are carefully designed using the most effective teaching materials, so that pupils are given the best opportunities to show their understanding. Variation is consciously built in by teachers, so that pupils can apply their learning to different genres and make cross curricular links.

We use Penpals handwriting scheme throughout school. Staff teach the formation of letters specifically in the EYFS/ Y1 (& SEN) alongside phonics, saying a rhyme to aid memory and follow Little Wandle Letters and Sounds Revised supported by teaching handwriting through Penpals Scheme for letter formation and joins (lead out).

English Language

Across the Children First Learning Partnership we understand that the English technical language is crucial to children's thinking. So we introduce new words from the curriculum through text based units and WAGOLLs. Key vocabulary used in a text based unit/genre are displayed on the English working walls.
In lessons children work in a variety of ways including pairs; whole class, groups and individually. Children work together so that through their dialogue they can develop a much stronger understanding.

All adults model the correct use of technical language and insist pupils do the same, including correct use of standard English language.

Pitch, Pace and Challenge

Across the Children First Learning Partnership the expectation is that the majority of children will move through the units at broadly the same pace following a mastery approach. Children are provided with scaffolds to support them with their learning and challenge is provided as and when appropriate. Decisions about when children will progress will always be based on the security of children's understanding and their readiness to progress to the next stage. Children will be taught analytical strategies which helps the children comprehend unfamiliar content.

Editing

Pupils are encouraged to develop a 'have a go' attitude and are comfortable with making mistakes, as they are seen as part of the learning process. Children have the opportunity to edit and improve their work at an age and stage appropriate level.

Basic Skills

Priority is placed upon the embedding of basic skills within reading and writing; this will enable pupils to accelerate their learning and close any gaps. Children requiring further support, will be scaffolded in a variety of ways during lessons, including the use of word mats, talking tins, adults and accessing the classroom metacognition stations.

Inclusivity

All children are exposed to their year group age related expectations in a keep up approach through the mastery format. Those children that are significantly working below their year group expectations will be exposed to learning which is at the appropriate level for them and where appropriate, links to their Personalised Learning Plan targets.

Impact-

What we aim to achieve from our English curriculum across the Children First Learning Partnership;

- Children will have a love of reading and a belief that everybody is an author.
- Children will have creative minds and build imagination and originality.
- Children will be secure in basic skills including SPAG and phonics.
- Children will have an extensive vocabulary and oral proficiency.
- Children will read and write for pleasure.
- Children will work collaboratively and independently to share ideas.

Assessment -

Our impact will be measured by using both formative and summative assessment.

Formative

Assessment is not just used to track children's learning through the use of assessment trackers, but also provides teachers with up-to-date and accurate information about the specifics of what children do and do not know. This information allows teachers to adapt their teaching so it builds on children's existing knowledge and focuses on the next steps that they need in order to make progress.

Within the Children First Learning Partnership, assessment in English is continuous. From the beginning of every lesson, teachers and teaching assistants will be assessing prior knowledge through assessment for learning to identify the current stage and next steps in learning. Staff will facilitate to ensure that misconceptions are dealt with immediately and high attaining children are challenged appropriately. Our staff are highly skilled to provide a personalised and flexible curriculum for individual children that may need reasonable adjustments. These adaptations increase access to the lesson content, enabling them to reach their full potential.

Effective marking and feedback are an important element of teachers and TAs responses to children's learning. This may be given either orally during live marking or marking conference, but is always:

- specific, accurate, and clear
- celebrates success
- compares what a pupil is doing right now with what they have needed to improve before
- provides specific guidance on how to improve as their next step

Summative

As part of our assessment and to support teacher's judgements, each class will undertake a half termly formal assessment of SPAG and phonics. This is then analysed and evaluated half termly by English leaders and acted upon quickly to direct CPD, resources and support to help pupils to overcome barriers to learning or from reaching their full potential.

Role of Leaders

- Plan an effective and varied schedule of monitoring including moderation, which is triangulated through our, in school moderation, English leader and Triad moderation, so that the Quality of Education in English is embedded throughout the school and the CLFP.
- Respond quickly and in a supportive manner to overcome barriers to implementation and impact.
- Use assessment information to provide effective CPD and challenge.
- Provide clear updates to the Local Advisory Board, Head Teacher and SLT.

Version	Review Date	Changes Made
V2	13.01.2025	Date of review- January 2025 and ratification changed to February 2025 & Review Date changed to 2027 (Front cover)
V2	13.01.2025	Reference to scaffolds and challenge added under the heading 'pitch, pace and challenge' (P4) Across the Children First Learning Partnership the expectation is that the majority of children will move through the units at broadly the same pace following a mastery approach. Children are provided with scaffolds to support them with their learning and challenge is provided as and when appropriate.
V2	13.01.2025	Further detail added regarding editing at an age and stage appropriate level under the heading 'editing' (P4) at an age and stage appropriate level.
V2	13.01.2025	Further detail added regarding editing at an age and stage appropriate level under the heading 'Basic Skills' (P4) Children requiring further support, will be scaffolded in a variety of ways during lessons, including the use of word mats, talking tins, adults and accessing the classroom metacognition stations.
V2	13.01.2025	Further detail added regarding editing at an age and stage appropriate level under the heading 'Inclusivity' (P4) All children are exposed to their year group age related expectations in a keep up approach through the mastery format. Those children that are significantly working below their year group expectations will be exposed to learning which is at the appropriate level for them and where appropriate, links to their Personalised Learning Plan targets.
V2	13.01.2025	Updated Appendix 1 **full document** to reflect agreed changes.
V2	13.01.2025	Updated the Appendix 4 **full document** to clarify sequence.

Appendix1

Guide to Reading Levels

EYFS-KS1 Triangulation with Little Wandle- **UPDATED 10/01/24**

			End of year expectation		
Little Wandle Phase Band	**Book Band**	**On track expectation** (by the end of...)	**Rec**	**Year 1**	**Year 2**
Foundation Level	Lilac	Reception, Autumn 1			
Phase 2, set 1	Pink 1	Reception, Autumn 2			
Phase 2, set 2	Pink 1				
Phase 2, set 3	Pink 2	Reception, Spring 1			
Phase 2, set 4	Pink 2				
Phase 2, set 5	Pink 2 / Red 1	Reception, Spring 2			
Phase 3, set 1	Red 1	Reception, Summer 1			
Phase 3, set 2	Red 2	Reception, Summer 2	**REC ELG**		
Phase 4, set 1	Yellow	Year 1, Autumn 1			
Phase 4, set 2	Blue	Year 1, Autumn 2			
Phase 5, set 1	Blue				
Phase 5, set 2	Blue / Green				
Phase 5, set 3	Green	Year 1, Spring 2			
Phase 5, set 4	Orange / Turq	Year 1, Summer 2		**Year 1 ARE**	
Phase 5, set 5	Turq	Year 2, Autumn 2			
	Purple	Year 2, Spring 2			
	Gold	Year 2, Summer 2			**Year 2 ARE**
	White				
	Lime	Year 3, Autumn			
	Copper	Year 3, Spring			

	Topaz	Year 3S			
	Ruby	Year 4, Autumn			
	Emerald	Year 4, Spring			
	Sapphire	Year 4S			
	Diamond				
	Pearl (Free)				

Note – this offers a guide to help your judgements, when selecting your teacher assessments. This table matches the level of reading required to meet the National Curriculum objectives for Word Reading (KS1) and the ELG for EYFS. The term-by-term expectation should help to see who is on track to meet expectations at the end of the year.

In KS1 - You must also consider the **NC objectives for Comprehension**. If a child can read these levels fluently, they may meet the word reading objectives, but if they do not meet the descriptors for comprehension, they cannot be deemed to be at this level.

Appendix 2

Little Wandle Letters and Sounds Revised 2021: Programme progression

Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping up with their peers should be given additional practice immediately through keep-up sessions.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k ck e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo **oo** ar or ur ow oi ear air er • words with double letters • longer words	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words	Review all taught so far

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Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 **Phase 5** /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations, in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations, in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	any many again who whole where two school call different thought through friend work

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Spring 2 Phase 5 graphemes	New tricky words
/ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur aor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	once laugh because eye

*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.

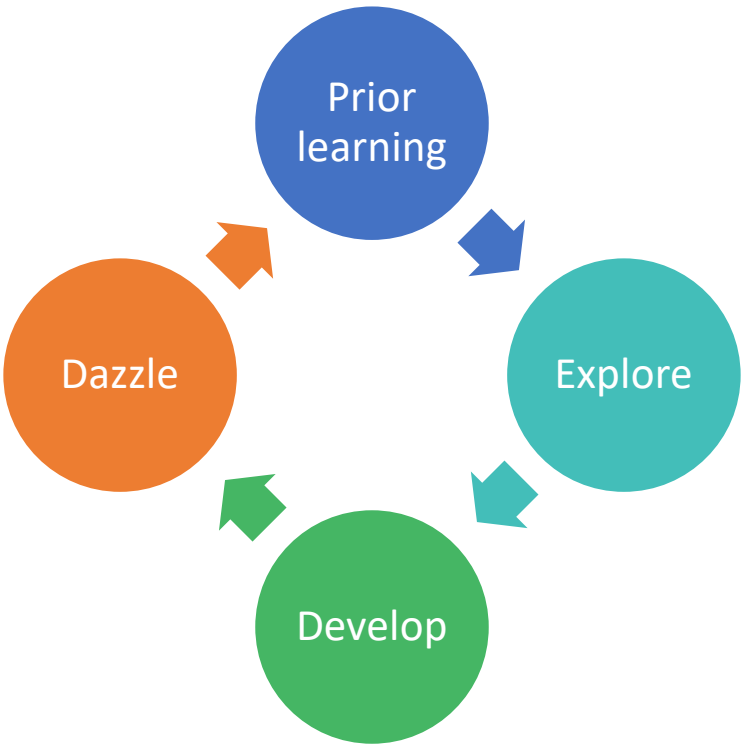
Summer 1: Phonics screening check review – no new GPCs or tricky words

Summer 2 Phase 5 graphemes	New tricky words
/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti su si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	busy beautiful pretty hour move improve parents shoe

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Appendix 3

Flow of writing



Prior Learning	Explore	Develop	Dazzle Me
• List the features • Sorting activity – sentences, extracts • Spider diagram • Comparison of two texts – Non-fiction, fiction • Cold write • Odd one out – Which one is the letter? • Tense of language • Bad WAGOLL – Spot the mistakes	• Identify features, highlighting • WAGOLLs • Drama – hot seating, conscience alley, retell role play, small world re-enactment • Story mapping • Sequencing • Freeze framing • Piecing together	• Planning • Skills and sentences • Writing elements of the genre • Exploring skills • Writing a full piece of genre – retells, twists, own versions • Up-level/improve group/teachers version • Guided writing	• Edit, • Redraft • Up-level language – thesaurus, word bank, resources • Up-level spellings – dictionaries, zap its • Peer assessment • Self-Assessment against criteria

Appendix 4

Handwriting Progression

Penpal's Handwriting Alphabet



Single Letters

- Fine motor warm up
- One legged giraffe letters (l,t, u, j, y)
- One armed robot letters (r, b, n, h, m, k, p)
- Curly caterpillar letters (c, a, d, o, s, g, q, e, f)
- Diagonal and horizontal joins
- Joined writing linked to spellings/phonics
- Joined writing wihtin sentences