

Related Documentation

National Curriculum for English (2014)
EYFS Statutory Framework (2024)
DfE Reading Framework
DfE Writing Framework (July 2025)
Voice21 Oracy Principles

1 RATIONALE

At Sele First School, we believe that literacy is the foundation of learning and enables every child to communicate, participate and succeed across the curriculum and beyond. Reading, writing and oracy are taught as interconnected disciplines which allow children to become confident communicators, thoughtful readers and independent writers.

Our English curriculum is carefully sequenced from Reception to Year 4 so that children progressively develop the knowledge, vocabulary and skills needed to write fluently, read with understanding, and speak with confidence. We place high-quality children's literature at the heart of our curriculum to inspire curiosity, creativity and a lifelong love of reading and writing.

We teach writing through explicit instruction, rich discussion, and purposeful practice. Children learn how writers think by planning, composing, rereading, revising, and editing throughout the writing process. Grammar, punctuation, and spelling are taught within meaningful contexts so that pupils understand how language choices create meaning for a reader.

2 INTENT

We aim to lay the foundations for effective learning by equipping children with the relevant key skills.

- To move children from learning to read, with greater emphasis on reading for learning.
- To become fluent readers who can decode accurately, read with expression and understand increasingly complex texts.
- To develop a love of reading through exposure to ambitious, diverse and engaging texts.
- To give every child the confidence and pride in their ability to read and write and the belief that they can make progress.

- To motivate children to become readers for life by showing them what books can offer including fun, excitement, pleasure, pathos, interest, information
- To teach children to read with understanding any piece of text they encounter using all the cues available to them.
- To teach children to read with confidence, fluency and to a high standard.
- To teach about the range of genres in fiction and poetry and understand and provide opportunities for children to be familiar with some of the ways in which narratives are structured.
- To ensure children receive their full entitlement to a wide range of writing text types as specified in the National Curriculum
- To acquire a rich and expanding vocabulary through reading, talk and writing.
- To communicate ideas confidently through structured talk and collaborative discussion.
- To allow children to see and to develop links between their reading, writing and develop their powers of imagination, inventiveness and critical awareness.
- To engage each child's interest in books so that they are able to evaluate and justify their preferences and become critical readers.
- To offer children a rich stimulus that are embedded by purposeful opportunities to write with increasing stamina, accuracy and independence for a range of audiences and purposes.
- To understand the craft of writing by making deliberate choices about vocabulary, grammar and organisation
- To ignite an interest in the development of language, discovering the meaning of new words as they expand their vocabulary.
- To apply literacy skills confidently across the wider curriculum.

3 CURRICULUM CONTENT

The English curriculum is designed to build children's knowledge and skills progressively across EYFS, Key Stage 1 and Lower Key Stage 2.

Reading, Writing and Oracy Together

Children learn best when reading, writing and spoken language are connected. Every English unit includes opportunities to:

- read and discuss high-quality texts;
- explicitly teach vocabulary;
- orally rehearse ideas;
- observe expert teacher modelling;
- compose independently;
- revisit and improve writing.

High-Quality Texts

Children experience a diverse range of fiction, poetry, non-fiction and picture books that reflect different cultures, experiences and perspectives. Carefully chosen texts provide models of ambitious vocabulary, sentence construction and authorial craft.

Explicit Teaching

Teachers provide clear explanations, model thinking aloud and gradually release responsibility so children move from supported practice to independent application.

Writing Across the Curriculum

Children apply literacy knowledge across science, history, geography, RE and the wider curriculum through purposeful writing opportunities.

4 ORACY

At Sele First School, oracy is the foundation of literacy.

Children learn to think through discussion with pairs, groups and adults before they write. Structured discussion develops vocabulary, comprehension and confidence while enabling children to articulate ideas clearly and respond thoughtfully to others.

Our approach is informed by Voice21 principles and embedded consistently across school.

We teach children to:

- listen actively and respectfully;
- build on the ideas of others;
- justify opinions using evidence;
- ask questions to deepen understanding;
- use ambitious vocabulary during discussion;
- summarise and conclude ideas effectively.

Voice21 Strategies

Across school children use:

- Listening Ladder
- Discussion Guidelines
- Talk Tactics
- Final Words
- Sentence stems for discussion

Teachers explicitly model high-quality spoken language and provide opportunities for paired talk, small group discussion, drama, storytelling and oral rehearsal before writing.

Oracy in Writing Lessons

Children regularly:

- rehearse sentences aloud before writing;
- orally compose paragraphs;
- discuss vocabulary choices;
- evaluate writing through collaborative talk;
- explain authorial decisions using grammatical vocabulary.

5 EYFS

Through all areas of the statutory EYFS framework, children will be exposed to a range of rich stimulus to enthuse their experiential based learning in addition to focused teacher led activities e.g. role play, outdoor learning.

This policy recognises the importance of all areas of the EYFS, however the specific key areas linked to the English aims and practice are:

- **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Personal, social and emotional** development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

6 EARLY READING AND PHONICS

Systematic synthetic phonics provides the foundation for reading and writing at Sele First School.

We teach phonics with fidelity through Read Write Inc. from EYFS until pupils become fluent readers. Teaching follows the progression of the programme and is informed by regular assessment.

Read Write Inc. is a comprehensive literacy programme for children learning to read, write and spell. Read Write Inc Phonics weaves word reading, comprehension, writing and spelling together seamlessly. We use it as a framework for the teaching of phonics from Nursery to Y2.

At KS2 it is used to supplement target children e.g. those who did not pass phonic assessment at Y2 and those who would benefit from further consolidation of phonic knowledge.

Read Write Inc. Phonics works because children develop:

- accurate decoding;
- automatic word recognition;
- spelling through phoneme-grapheme correspondence;
- reading fluency;
- early writing through segmenting and encoding.

Children compose sentences orally before writing them and practise writing through meaningful play and adult modelling.

Year 1 and Year 2

Children continue to develop fluency through:

- daily phonics teaching where appropriate;
- reading books closely matched to phonic knowledge;
- repeated reading to develop automaticity and expression;
- spelling linked directly to taught phonics.

7 TEACHING READING

Reading is prioritised across the curriculum.

Children develop into fluent and effective readers. Children are taught to employ a range of strategies including segmenting and blending to read the majority of familiar and unfamiliar words; they are able to read with accuracy and fluency e.g. through scanning quickly for information to decide what is important and unimportant, understanding significant ideas, themes, events and characters. Their reading diet will gradually contain texts with challenging subject matter and relevance to social context.

It is essential that teaching focuses on developing pupils' competence in the four elements of reading; We teach reading through four connected strands:

1. Word Reading
2. Fluency
3. Language Comprehension
4. Reading for Pleasure

different kinds of teaching are needed for each.

To support this, children are taught:

- To develop the ability to use a full range of reading cues including their ability to monitor their reading and correct their own mistakes.
- **Phonic** – awareness of sounds and spelling, alphabet code hearing individual sounds, blending – merging phonemes to pronounce a word. For example, teaching children to discriminate between separate sounds in words. Teaching the letters and letter combinations most commonly used to spell sounds; to understand the sound and spelling system and use this to read and spell accurately.
- **Graphic Knowledge** – word recognition, knowledge of how sounds are represented, recognise whole words and parts of words and complete blending. For example, teaching children to read words by sounding out and blending their separate parts.
- **Syntactic Skills** – knowledge of how words are used together in a sentence; identify syntactic boundaries and read with fluency and expression, to make sense of strings of words. For example teaching children not to stop, but reading ahead of the sentence. Children should be encouraged to develop an interest in words and their meanings and to extend their vocabulary.
- **Fluency** – teachers explicitly model: pace, phrasing, expression and intonation. Children reread familiar texts to develop automaticity and confidence.
- **Vocabulary** - vocabulary is explicitly taught before, during and after reading.

Teachers pre-teach ambitious vocabulary; revisit vocabulary in discussion; encourage children to apply vocabulary in speaking and writing.

- **Contextual** – what is going on in the story? For example, can children choose the appropriate missing word based on the context within a sentence or story? As children gain fluency, the forms of teaching should shift to emphasise advanced reading and composition skills at text level.
- **Higher Order Reading Skills** – in both key stages, learners develop higher-order reading skills best through reading a range of fiction and non-fiction texts that are written for different purposes and audiences.
- **Comprehension** - Children develop comprehension through high-quality discussion and questioning. Children have explicit teaching of reading skills. At KS2, VIPERS continues to support comprehension teaching:

Vocabulary

Inference

Prediction

Explanation

Retrieval

Sequence / Summarise

Teachers use VIPERS flexibly within whole-class reading and regular small-group teaching. The 6 areas focus on the comprehension aspect of reading and not the mechanics for example decoding, fluency, etc. VIPERS is a method of ensuring that teachers assess children's understanding through a range of questions; allowing the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.

8 READING FOR PLEASURE

Reading for Pleasure is central to our English curriculum and school culture.

Every child has access to:

- a daily class story read by the class teacher or our Y4 Reading Rangers.
- regular poetry linked to year groups champion poets (English progression document)
- book talk – linking text to their own prior knowledge and experiences. Teachers model what skilled readers do in the moment—rephrasing and extending what children say, using pictures as clues, and introducing words children would rarely hear in everyday speech. As pupils grow this develops into peer-peer recommendations encourages a "sociable reading environment" where pupils share what they enjoyed and build a collective reading identity.
- Championed author studies (English Overviews)
- independent reading time
- recommendations from teachers and peers.
- At KS2, timetabled library visits allow teachers to model attitudes and approaches to

choosing new texts. Staff will also model reading a middle grade text, reading for their own pleasure.

Adults as Readers

Teachers model positive reading habits by:

- reading aloud every day;
- sharing favourite books;
- recommending texts;
- discussing reading choices.

Diverse Reading Diet

Children encounter stories reflecting a range of cultures, families, experiences and viewpoints so they develop empathy and curiosity about the world.

- Anyone listening to children read in school are trained to be positive and supportive of the child. The 'Pause, Prompt and Praise' method is effective.
- The books/text selected is of a quality which encourages children to want to read them.
- Texts will show a good match to a child's needs and current level of understanding. They will contain natural language and repetition.
- The story or information will be worth reading and target a child's interests wherever possible. Texts will all be of high quality including illustrations or organisational features to support the development of skills, strategies and attitudes outlined in this policy.

9 TEACHING WRITING

Our carefully planned and considered curriculum includes rich stimulus providing purposeful opportunities for writing. It is our intent to engage all learners through systematic units of work such as Take One Picture and STEM. Year groups work together to produce planning sheets for weekly coverage including addressing misconceptions and developing metacognition. (Note individual subject policies)

Writing is taught through explicit instruction, carefully sequenced practice, and meaningful opportunities for composition. In alignment with the Department for Education's [DfE Writing Framework](#), our curriculum prioritises **the quality of writing over the volume produced**, treating writing as a craft that can be systematically modelled, practised, and mastered.

We explicitly separate the cognitive loads of **transcription** (handwriting and spelling) and **composition** (structuring and articulating ideas) so that working memory is never overloaded. Children learn that skilled writers:

- **Generate and rehearse ideas orally:** High-quality adult interactions, structured talk, and storytelling serve as the foundation for physical composition.
- **Master sentence-level construction:** Rather than mechanically ticking off feature checklists, pupils learn to manipulate grammar deliberately to convey meaning.
- **Build deliberate vocabulary:** New vocabulary is introduced intentionally through 'Word of the week' explicit teaching in context, avoiding isolated dictionary jargon, and explored deeply through morphology, etymology, and retrieval tasks.
- **Reread, revise, and edit:** Pupils actively monitor their own choices during composition, checking for clarity and mechanical accuracy.
- **Publish for a purpose:** Writing is shared and celebrated to foster a rich whole-school writing culture.

The Writing Process

Writing moving away from rigid, formulaic unit checklists, pupils move dynamically between these stages as they develop a secure "mental model" of their text:

- **Oral Rehearsal & Planning:** Using simple, progressive templates across year groups to structure thoughts before putting pen to paper.
- **Composing:** Focusing on sentence-level mastery and sentence transitions before moving to writing in paragraphs.
- **Rereading & Monitoring:** Normalising the practice of self-correction mid-composition.
- **Revising:** Improving choices of vocabulary, syntax, and cohesion.
- **Editing:** Explicitly proofreading for transcription accuracy (spelling, punctuation, and grammar).
- **Publishing:** Producing a polished final piece fit for its intended audience.

Explicit Teacher Modelling & "Thinking Aloud"

Teachers mitigate the heavy working-memory demands of writing by regularly **thinking aloud** to show the choices a writer makes. Instead of presenting pre-written models, teachers live-model:

- **Sentence manipulation:** Explicitly demonstrating how to combine fragments, expand clauses using conjunctions, and deliberately select from all four sentence types.
- **Grammar in context:** Teaching grammatical structures embedded directly within reading and writing contexts rather than in isolation.
- **Transcription automaticity:** Demonstrating correct letter families, print formation (without premature cursive or leading strokes in Early Years/KS1), and comfortable tripod pencil grips.

Shared and Guided Writing

Pupils write collaboratively alongside the teacher before being expected to produce independent work:

- **Shared Writing:** The class writes a text together with the teacher.
- **Guided Writing:** Highly targeted, flexible interventions used to address specific learning gaps or push capabilities forward in small groups. Adult support and scaffolding are systematically and gradually withdrawn as pupils gain competence.

Purpose and Audience

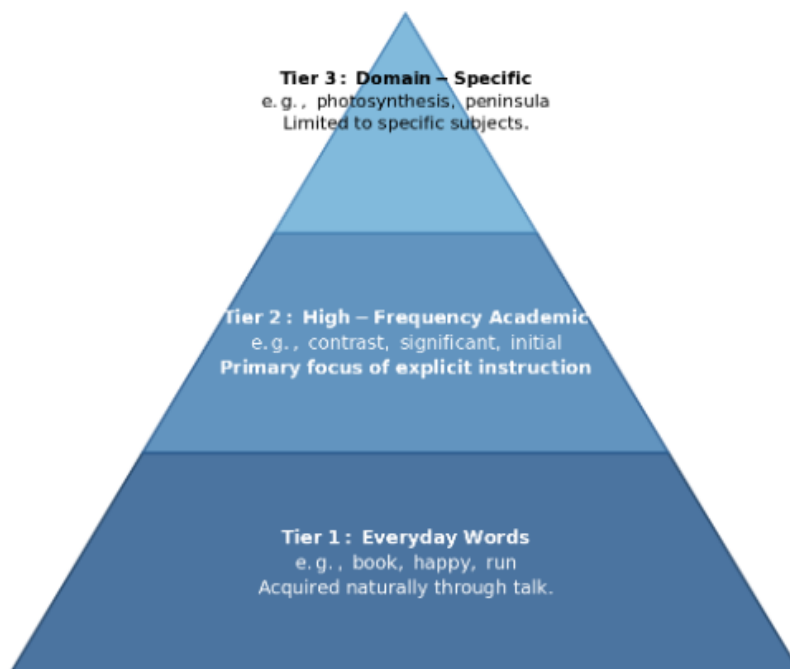
Writing is treated as a core tool for thinking and communicating across the entire curriculum, rather than a standalone exercise. Opportunities are pinned to high-quality texts and structured around distinct, meaningful purposes:

- **To Entertain:** Narratives, poetry, and character descriptions.
- **To Inform:** Explanations, instructions, and non-chronological reports.
- **To Persuade:** Letters, speeches, and advertising copy.
- **To Discuss:** Balanced arguments and recounts.

10 VOCABULARY

Vocabulary is taught explicitly and systematically at Sele First School to close the word gap and empower pupils to write with precision. In accordance with the [DfE Writing Framework](#), we categorise vocabulary into **three distinct tiers** to structure our teaching:

The Three Tiers of Vocabulary



Collaborative Planning & Text Selection

To ensure vocabulary instruction is meaningful, teachers collaborate during cross-curricular and topic planning sessions to carefully select **Tier 2 words** that will yield the highest impact on children's reading comprehension and writing outcomes. Rather than leaving vocabulary acquisition to chance, these cross-curricular words are mapped intentionally alongside high-quality texts.

'Word of the Week' Initiative

To expand and deepen our pupils' language capital, we implement a structured **'Word of the Week'** initiative across all year groups:

- **Explicit Introduction:** Each week, teachers introduce **one root Tier 2 word**.
- **Synonym Expansion:** Alongside this root word, teachers explicitly teach **at least three Tier 2 synonyms** to broaden the children's vocabulary bank and prevent repetitive word choices in their writing.
- **Contextual Application:** Pupils explore the morphology, etymology, and structural use of these words, practicing how to embed them accurately into sentences.

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Impact, Success Criteria & Feedback

The targeted Word of the Week and its synonyms are not taught in isolation; they are deliberately woven into the weekly **success criteria** for composition tasks.

- When marking independent and guided writing, teachers explicitly look for the purposeful application of these academic words.
- In line with our **School Feedback Policy**, teachers use these vocabulary targets to gauge composition success, highlighting effective usage and addressing misconceptions during live and formative feedback cycles.

11 GRAMMAR, SENTENCE INSTRUCTION AND SPELLING

Our curriculum splits the cognitive loads of transcription (spelling) and composition (structuring and articulating ideas) so that cognitive working memory is never overloaded.

Grammar Integration & National Curriculum Mapping (EYFS – Year 4)

Class teachers use the **National Curriculum English Programmes of Study** to strictly map out and weave taught grammar concepts across EYFS to Year 4.

- **Integrated Planning:** Grammatical requirements are integrated directly into weekly planning cycles, creating a cohesive spine where concepts are introduced alongside corresponding reading texts.
- **Spaced Retrieval:** Weekly units are structured with deliberate, built-in opportunities to revisit, consolidate, and overlearn previously taught grammatical skills, ensuring long-term retention.
- **LKS2 Curriculum Split:** Recognising the steep cognitive progression between Key Stage 1 and Lower Key Stage 2, Year 3 and Year 4 teachers have separated the LKS2 National Curriculum milestones. This strategic split provides a gradual, developmental approach, giving Year 3 pupils the time needed to securely embed fundamental lower key stage skills before tackling advanced concepts in Year 4.

- **Application over Isolation:** Grammar is taught explicitly to improve composition rather than as isolated exercises. Pupils learn grammatical concepts through reading high-quality texts and immediately apply them within meaningful writing.

Explicit Sentence Instruction

Teachers explicitly teach sentence construction to bridge the gap between speech and text. Instruction focuses on:

- **Oral Rehearsal:** Internalising sentence structures before committing them to paper.
- **Sentence Combining:** Learning how to merge short, choppy sentences using conjunctions to improve cohesion.
- **Sentence Expansion:** Adding detail and nuance through deliberate choices of adjectives, adverbs, and phrases.
- **Dictation:** Consolidating spelling, punctuation, and grammatical patterns without composition pressure.
- **Shared Writing:** Collaborative teacher-led composition that scaffolds the text construction process.

Spelling & Phonics Progression

Spelling instruction follows a rigorous, carefully sequenced progression structured to build fluent writing habits.

Early Years & Key Stage 1

- **Phonic Alignment:** In Reception and Year 1, spelling matches our systematic synthetic phonics programme, **Read Write Inc.** Pupils practice encoding words that directly mirror the phonemes they are currently learning to read, preventing cognitive overload.

Key Stage 2 & Bridging (Years 2–4)

As pupils transition away from phonics, spelling units build a deep, knowledge of word structures:

- **Spelling Patterns & Morphology:** Investigating spelling rules, suffix rules, prefixes, and root words.
- **Etymology:** Exploring the historical origins of words where appropriate to contextualise unusual spelling patterns.
- **LKS2 Common Exception Word Strategy:** To maximise retention and lower the working-memory burden, the Year 3 and Year 4 teachers have split the National Curriculum statutory Year 3/4 Common Exception Word list into **two manageable, distinct 50-word lists**. This allows children to focus deeply on mastering and embedding half the list per year group rather than being overwhelmed by the collective statutory block.

12 HANDWRITING

At Sele First School, our handwriting curriculum follows the **PenPals for Writing** scheme to ensure the vast majority of pupils develop a fast, fluent, comfortable, and legible joined style by Year 3. Taught "little and often" through short 10-minute sessions, the curriculum systematically guides children from learning conventional print letter formation to mastering a fluid, joined script. (Handwriting Policy 2026)

Teachers utilise the scheme's specialised coordination and strengthening exercises at least twice a week to build upper body strength, while explicitly modelling correct physical variables like relaxed tripod pencil grips and optimal posture, such as sitting with feet flat on the floor.

Adaptations are made to support left-handed pupils such as sitting children on the left of right-handed peers, angling their paper clockwise, and teaching specific finger placement to prevent smudging or "clawing." For children with delayed fine or gross motor skills, teachers work directly with the SENDCo to establish individualised support plans. These plans may involve specialised resources like slanting boards or commercial pencil grips, alongside dedicated motor skill sessions, ensuring that every child receives an equal and accessible learning experience as they develop their unique presentation style.

13 IMPACT (ASSESSMENT OF OUTCOMES)

Assessment at Sele First School directly informs teaching sequences and identifies exactly what pupils know, remember, and can apply independently over time. In line with the [DfE Writing Framework](#), assessment avoids punitive checklists, focusing instead on holistic pupil progress across both transcription and composition.

Formative Assessment & Responsive Teaching

Teachers utilise a comprehensive range of ongoing formative assessment strategies within every lesson to identify learning gaps and adapt instruction responsively:

- **Live Feedback & Pupil Discussions:** Moving away from heavy, delayed distance marking, teachers prioritise immediate "live feedback" and discussions at the point of writing. This allows teachers to address transcription errors or composition misconceptions in real time, moving learning forward instantly.
- **Phonics & Reading Fluency Assessment:** Regular phonics tracking (via Read Write Inc.) and reading fluency checks ensure that any barriers to transcription or language comprehension are flagged early, triggering rapid intervention before writing performance is impacted.

Independent Application

Independent writing acts as a critical formative and summative assessment mechanism.

- Children regularly complete independent writing tasks where they demonstrate their learning entirely without adult scaffolding. Teachers look for the sustained application of previously taught grammatical concepts, punctuation, and spelling rules within these extended text choices.
- These independent pieces are evaluated using the Teacher Assessment Framework (TAF)

Moderation & Consistency

To maintain absolute consistency and uphold shared, rigorous expectations across the school:

- **Internal Moderation:** Teachers regularly moderate independent writing within year groups and across key stages. This collaboration ensures that assessment judgements are accurate, balanced, and strictly aligned with National Curriculum standards.
Progress Tracking: Regular moderation allow staff to monitor the impact of the writing curriculum, ensuring that learning remains securely embedded as children transition from phase to phase. English is moderated within the Hexham Partnership to support teacher judgement and transition beyond Y4.

Key stage readiness				
The vast majority of children in Reception will:	The vast majority of children in Y1 will:	The vast majority of children in Y2 will:	The vast majority of children in Y3 will:	The vast majority of children in Y4 will:
Write 3 – 5 linked simple sentences.	Write at least 8 linked simple sentences.	Write at least 10 linked sentences	Write at least 15 linked sentences beginning to form at least 2 linked paragraphs.	Write 3 - 4 paragraphs of at least 6-8 linked sentences each.
Give meaning to the marks made. Hear and say the initial sounds within a word.	Sentences will include a capital letter and full stop.	Sentences will include some subordination <i>When, if, that, because.</i>	Sentences will range between simple, compound and complex.	Sentences will range between simple, compound and complex.
Use clearly identifiable letters to write simple CVC words.	Joining words and clauses with <i>and, because.</i>	Sentences will show some different functions e.g. statements, questions, exclamations or commands.		Subordination will be used to manipulate sentence structure.
	Capital letters will be used for names and for	Where necessary sentences will	Sentences will be expanded using adjective,	Appropriate choice of pronoun or noun

	the personal pronoun <i>I</i> .	include conjunctions that express time e.g. <i>Before, when after, while, so, because</i> .	adjective noun and prepositional information. Adverbial phrases will be used to express time, place and cause.	within and across sentences to aid cohesion and avoid repetition
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Statutory Assessment Overview

Sele First School complies fully with all national monitoring timelines. Statutory and national assessment arrangements are maintained in strict alignment with current [Standards and Testing Agency \(STA\)](#) and Department for Education standards:

Year Group	Assessment Type		Admin Window
Reception	Reception Baseline Assessment (RBA)	Statutory. A short, interactive, one-to-one check establishing starting points in early literacy, communication, language, and mathematics.	First 6 weeks of starting Reception.
Reception	Early Years Foundation Stage Profile (EYFSP)	Statutory. Holistic teacher assessment tracking progress across all 17 Early Learning Goals (ELGs), including <i>Writing</i> and <i>Word Reading</i> .	June of the Reception year.
Year 1	Phonics Screening Check (PSC)	Statutory. An oral diagnostic check assessing a child's ability to decode 40 phonetically regular words and pseudo-words ("alien words").	June (Within the designated 1-week national window).
Year 2	Phonics Screening Check (Re-take)	Statutory. Mandatory only for those pupils who did not meet the expected phonic standard threshold in Year 1.	June (Alongside the Year 1 check window).

14 EQUALITY, DIVERSITY AND INCLUSION

We want children to see themselves as part of a diverse regional, national and global community. English texts and writing opportunities should broaden perspectives, develop empathy and represent a wide range of voices, cultures, families and experiences.

Every child is entitled to ambitious English teaching. Teachers adapt teaching in response to individual barriers and prior knowledge rather than assumed “learning styles”. Scaffolds, additional practice and reasonable adjustments enable access while maintaining high expectations and increasing independence.

Through comprehensive planning, assessment and collaboration with colleagues and families, staff ensure that pupils have equitable access to the English curriculum and receive additional support where needed.

Teaching and learning is monitored to ensure we reflect the diverse social, cultural and spiritual nature of society and that positive images and messages of all groups within society are reflected. Attention is given to support children’s moral and emotional well-being through the use of sensitive supportive texts. Specific texts support SEND children with social and emotional needs.

Resources will be regularly reviewed and evaluated to ensure they provide the ‘range’ required to support a high-quality reading experience for all children.

15 SEND AND PUPILS WHO NEED ADDITIONAL SUPPORT

We have high expectations for the progress of all pupils. Difficulties in communication, reading, spelling, handwriting or composition are identified as early as possible so that pupils receive high-quality teaching and targeted additional practice. Support is matched to the specific barrier rather than to a label alone.

- Pupils with Special Educational Needs and Disabilities (SEND) may have individual plans or identified English targets, developed with the SEND Coordinator (SENDCo) and informed by assessment and relevant professional advice.
- Pupils working at greater depth or demonstrating particular strengths in English are provided with appropriate challenge, breadth and opportunities for increasingly sophisticated choices.
- Pupils with significant delay in learning to read receive systematic, targeted teaching focused on securing missing foundational knowledge and increasing fluency.
- Pupils with specific learning difficulties receive appropriate adaptations and practice, including support for transcription, while remaining entitled to the same ambitious

curriculum.

- Where attention, regulation or behaviour affects learning, staff work with the pupil and relevant colleagues to remove barriers and maximise successful participation in English.
- Additional interventions are selected according to assessed need and reviewed for impact. Current programmes may include phonics catch-up, reading practice or other targeted support; named interventions may change over time.
- Disadvantaged pupils and other pupils who may face barriers to learning are monitored closely so that gaps in foundational knowledge and skills are identified and addressed promptly.

Ongoing assessment identifies precise gaps. Additional practice supplements, rather than replaces, high-quality classroom teaching and is closely connected to the school's curriculum and phonics programme.

Some pupils need more time and practice to secure curriculum content. Teachers make appropriate adjustments in consultation with the SENDCo and English Subject Leader while maintaining ambitious end points.

Teaching assistants support pupils effectively when roles are clear and support is aligned with classroom teaching. Adults promote participation and independence rather than creating unnecessary dependence on scaffolds.

16 ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

For pupils learning English as an additional language, we prioritise rich interaction, careful listening, clear speech, vocabulary, phonemic awareness, reading and writing. Pupils have access to the same ambitious curriculum with appropriate language support.

Teachers take account of each pupil's proficiency in English, prior education and existing knowledge. Oral language is developed through purposeful interaction, explicit vocabulary teaching, modelling and rehearsal.

- Pupils are included in rich whole-class and teacher-supported discussion so they hear strong models of spoken English and have repeated opportunities to use new language.
- Visuals, demonstrations, sentence rehearsal and carefully chosen scaffolds may support access, but support is reduced as pupils become more independent.

- Revisiting texts, vocabulary and sentence structures can provide valuable additional practice.

Teachers distinguish carefully between needs arising from learning English as an additional language and needs that may indicate SEND, using assessment and appropriate specialist advice where required.

17 PERSONAL DEVELOPMENT AND ENGLISH ACROSS THE CURRICULUM

The English curriculum provides opportunities to promote pupils' spiritual, moral, social and cultural development. Stories, poems and non-fiction are used to explore themes, perspectives and experiences. Pupils learn that:

- Events and decisions have consequences
- Various cultures have similarities and differences
- Information can be presented in a variety of ways
- Text can contain bias/stereotypes
- Text can encourage empathy, understanding
- Reading can be a rich, rewarding and influential experience
- The ability to read is one of the most important skills they'll ever learn
- Reading can help us understand and interpret events and experiences
- Reading can help children appreciate the 'awe and wonder' of the world.

18 LEADERSHIP, MONITORING AND PROFESSIONAL DEVELOPMENT

The English Subject Leader works with senior leaders and staff to ensure that the intended curriculum is well sequenced, understood and implemented consistently from Reception to Year 4.

Monitoring draws on the school's normal evidence and may include curriculum review, lesson visits, book and writing scrutiny, reading with pupils, pupil discussion, assessment information and moderation. Monitoring is used diagnostically to identify strengths, priorities and the impact of improvement work.

Professional development builds teachers' subject and pedagogical knowledge, including phonics, fluency, vocabulary, transcription, sentence instruction, composition, assessment and support for pupils who need additional practice.

Leaders maintain a positive culture around reading and writing and ensure that pupils who have not secured foundations in communication and language, reading, spelling or handwriting are identified and supported promptly

