



*Achieve Believe Succeed*

*'They shall have life, life in all its fullness' (John 10:10)*

## English Policy

Date Ratified	Review Date
July 2023	July 2026

### Revision History

Date of Revision	Summary of Changes	Approved	Approved



*Achieve Believe Succeed*

*'They shall have life, life in all its fullness' (John 10:10)*

## English vision

Our vision is to equip our pupils with secure literacy skills in order to not only successfully access all areas of the curriculum, but also to provide them with the necessary skills to become competent life-long learners. We want all of our learners to be able to communicate effectively with a confident command of both the written and spoken word. It is our aspiration that all pupils at Mossley have access to an ambitious curriculum that inspires a love of reading and writing through research-informed approaches.

In this policy, we have separated reading and writing policy, although the two areas are intrinsically linked and interdependent upon one another.

## Reading

### Aims

The aims for teaching Reading at Mossley CE Primary School are:

- To develop pupils' speaking and listening skills
- To develop pupils' understanding of letter-sound relationships
- To develop pupils' comprehension skills
- To develop a life-long love for reading for our pupils through Reading for Pleasure pedagogy
- To provide pupils with the opportunity to experience a wide range of written texts in all their forms.

## Teaching and learning

At Mossley CE, we understand the importance of the role that reading plays in a pupil's education. It is vital that children are provided with the opportunity to develop the 'skill' of reading, and with an equal level of emphasis, the 'will' to read. Pupils who enjoy reading often find it easier to develop their reading skills. Conversely, learners who find reading easier, often enjoy reading more. Thus, it is imperative that our curriculum provides the balance that is needed to develop both of these areas to ensure the best outcomes for our pupils. This policy will outline the approaches that we take to ensure this.

### Developing the 'skill'

#### Early reading

At Mossley, we have implemented FFT: Success for All Phonics, which is based on an evidence-based pedagogy that is designed to support children's social and emotional development, enabling them to enjoy school, focus on learning and be academically successful. Learning skills are developed by teachers explicitly modelling behaviour for

learning. Positive feedback helps children to understand when they meet expectations and promotes an environment where the children are motivated and engaged.

### FFT's Core principles

The programme is underpinned by a set of seven core principles designed to support all teachers and children:

#### 1. Systematic Progression

- Introducing phonics and its application to early reading in a carefully sequenced and progressive way: moving from developing phonological awareness through rhyme, to introducing Grapheme–Phoneme Correspondences (GPCs) in order, through a six-phased progression.
- Practising the skills of blending and segmenting as new GPCs are introduced and reinforcing them throughout the programme.
- Developing an increasing bank of accessible words, including Common Exception Words (CEWs).
- Building confident readers through the consistent, systematic and daily teaching of the Success for All Phonics programme with accompanying Shared Readers. Our aim is for children to become fluent, confident readers by the end of Key Stage 1.

#### 2. Regular Assessment

- Providing frequent and comprehensive formative and summative assessment opportunities to inform teaching and ensure that children's progress is closely monitored.
- Providing an opportunity for the early identification of children who may be at risk of falling behind.
- Supporting schools that wish to structure their learning by ability groups to ensure that children are taught at the most appropriate level for them.

#### 3. Early Intervention

- Ensuring that the lowest attaining 20 per cent of children also make progress and reach age-related expectations is fundamental to FFT's mission to secure success for all children.
- Providing dedicated time for review and consolidation of skills to ensure children needing extra support do not fall behind.

- Providing 'Tutoring with the Lightning Squad' to support catch-up and additional teaching to those children whose reading skills are below age-related expectations. The tutoring programme has an integrated assessment tool so that skills gaps are automatically identified and addressed.

#### 4. Multisensory Approach

- Providing pacey and active lessons that balance short inputs of direct teaching with immediate whole-class response and engagement.
- Providing multisensory lessons that engage all children in a variety of activities designed to support learning in fun and memorable ways. Activities include: saying the Alphabet Chant with actions; responding to questions either chorally or with their Talk Partner; and/or actively reading with their partner; and writing in the air or on their partner's back. Or Linking pictures and mnemonics to support the learning of each GPC and helping children to remember it.

#### 5. Co-operative Learning

- Underpinning daily lessons with Co-operative Learning techniques in which learning skills are developed by teachers explicitly modelling behaviour for learning.
  - Using positive feedback to help children to understand when they meet expectations and for motivation.
  - Encouraging children to work together in supportive peer partnerships.

#### 6. Application of Skills

- By providing texts – Shared Readers – which are carefully aligned to progression in phonics skills, children are motivated to apply their new learning in a meaningful way.
- Developing a separate, but linked, approach to the teaching of reading comprehension during the shared reading lessons.

#### 7. Support for Staff

- Providing comprehensive lesson planning and resources, as well as training and ongoing support, we make teachers' lives easier and reduce lesson preparation time, benefitting everybody in the school community.
- The shared school-wide approach engenders a focus on outcomes for children and a collaborative team effort across all staff in the school, rather than individual accountability.

Progression is built in throughout the programme with an increase in the level of challenge in the skills taught at each phase:

<b>Phase 1 (EYFS)</b>	Focuses on developing phonological awareness by teaching children sound discrimination, rhythm and rhyme, alliteration, oral blending and segmenting. Six weeks of additional planning is available for Phase 1.
<b>Phase 2 (Reception Term 1)</b>	Children learn short sound GPCs and use these to read CVC words. A limited number of Common Exception Words (CEWs) are introduced in the context of the Shared Readers, and children practise writing new and previously learnt GPCs in upper- and lower-case letters.
<b>Phase 3 (Reception Terms 2-3)</b>	Children learn long vowel digraphs and read CCVC and CVCC words. Children are introduced to two-syllable words. Spelling and sentence writing with known GPCs are introduced. Common alternative spellings / pronunciations are introduced.
<b>Phase 4 (Reception Term 3)</b>	Focuses on reviewing and consolidating all Reception-level content in preparation for Year 1. Decoding skills are applied to more challenging word structures.
<b>Phase 5 (Year 1 Terms 1-3)</b>	Teaches remaining long vowels, including split digraphs. Children learn to read nonsense words along with CCVCC, CCCVC and CCCVCC words. All Key Stage 1 CEWs are taught and reviewed, and children learn the spelling and grammar conventions from the Year 1 NC.
<b>Phase 6 (Year 1 Term 3)</b>	Focuses on reviewing and consolidating all Year 1-level content.

See our separate phonics policy for further information.

### Reading beyond FFT

By the end of Year 1, pupils should have the skills in place to be able to decode text accurately, and thus, begin to develop their reading fluency, vocabulary knowledge and comprehension skills. This occurs daily during our Guided Reading sessions.

### Whole-class reading

During our whole-class Guided Reading sessions, children have the opportunity to access reading in different ways. This consists of whole-class reading and discussion, all centred on a high quality, age-appropriate texts. This provides our pupils with a chance to:

- engage with a text on a social level
- collaboratively explore new vocabulary
- benefit from effective teacher-led modelling
- share their understanding of texts and themes

## VIPERS

When exploring a text, some Guided Reading lessons are designed entirely around reading instruction. We use VIPERS to structure this:

- Vocabulary
- Infer
- Predict
- Explain
- Retrieve
- Sequence or summarise

During this particular style of lesson, pupils are explicitly taught these different skills at an age-appropriate level, often based on the high quality class text they have read the previous session. Staff ensure there is a balanced approach to the focus of these sessions, and will use assessment to inform their choice of focus.

Developing the 'will'

Reading for Pleasure (RfP)

Ensuring that our pupils are engaged, motivated and volitional readers is a key priority at Mossley. We understand the importance that our school plays in how our pupils experience reading, and the profound consequences this has on their life. A love of reading is not necessarily innate when it comes to humans. However, it can be nurtured and it is our intention to ensure this happens through carefully considered RfP pedagogies.

The role of staff:

- Develop their knowledge of children's literature and other texts
- Develop themselves as reading teachers
- Develop their knowledge of pupils as readers in their classes
- Develop reciprocal and interactive reading communities
- Ensure that they create social reading environments
- Ensure they provide opportunity for informal book talk

We understand the importance of finding this right balance between 'instructional reading' and 'Reading for Pleasure'. At least one 'Guided Reading' session per week is dedicated to RfP, as well as smaller daily sessions, to ensure that we provide our pupils with the opportunity to enjoy reading. During these sessions, staff will plan sessions that aim to 'tempt' children into reading by exposing our pupils to a range of texts and pedagogical approaches. These sessions ultimately help our pupils and staff connect to each other as readers, engage effectively in texts and find pleasure in reading for themselves.

Links with other curriculum areas

Whilst Reading is taught in its own right on a daily basis, it is inherently linked to all areas of the curriculum. Explicit teaching of subject-related vocabulary is taught in every area of our curriculum, providing a greater understanding of subject content. This might be the accurate comprehension of a question in Maths, or the understanding of a written source of information in history. Furthermore, our comprehension activities are often based on subject-specific content that relates to other areas across the curriculum.

### Reading Learning Environment

Each classroom has a class library that should be inviting, inspiring and 'tempting'. There will be a range of quality texts, covering a range of genres and interests on offer to pupils. There will also be - on display - recommendations of texts by both staff and children, and an area that provides pupils with the opportunity to share their own thoughts on texts that they have read.

### Assessment in Reading

Assessment in reading happens in many different ways. In terms of RfP, there is no formal assessment in place. Instead, informal conversations and check-ins, often referred to as reading conferences, will happen on a regular basis so that staff can really understand pupils as readers. This also helps staff to tailor the texts on offer to our pupils and recommend them on a more personalised level.

### Assessment for Learning

Formative assessment happens daily during Guided Reading sessions. Children's responses to texts are monitored by teachers and adaptations can be made to allow pupils to access the content of the lesson. Equally, it can be used to further challenge pupils and the depth of their understanding.

### Summative assessment

Summative assessment in reading takes place termly using Rising Stars' NTS assessments. These termly assessment points provide staff with detailed analysis of pupil performance, identifying gaps in learning and tracking their progress. Used as a diagnostic tool, this form of assessment informs staff where particular areas may need to be revisited, or if particular pupils are not on track. This data allows staff to put correct measures in place, whether that is to make adaptations to 'Quality First' teaching, or to introduce an intervention for particular pupils.

### SEND provision

Where reading is a barrier to learning, provision can be put in place to ensure that this barrier has the least possible impact on learning across the curriculum. Reading pens and sound buttons are some of the adaptations that we use at Mossley when pupils need to read to access other areas of the curriculum.

Intervention programmes are used to support pupils with their phonetical knowledge - FFT: The Lightning Squad is one such programme that is used. This assesses pupils'

decoding and fluency ability, before providing targeted work so that skill gaps can be addressed.

Specialist Dyslexia sessions (Conquering Literacy) are also provided to pupils that are aged seven or over, that have been screened internally. These sessions follow a structured, sequential, multi-sensory approach to supporting our pupils at Mossley, and are delivered by a specialist, trained in delivering the programme.

Bespoke interventions are also regularly offered. This might be increased 1:1 individual reading, 'early-bird' group sessions before time-tabled lessons begin, or after-school booster sessions. The focus of these sessions differ depending on the needs of the pupils and usually run in six-week blocks.

Our range of interventions are not exclusive to just SEND pupils. They can help support a range of pupils' needs to ensure the right steps are put in place for progress in-line with their peers.

## Writing

### Aims

The aims for teaching Writing at Mossley CE Primary School are:

- To develop pupils' speaking and listening skills
- To develop pupils' ability to communicate through the 'written word'
- To develop pupils' enjoyment in writing
- To develop pupils' understanding of spelling concepts and rules
- To develop pupils' understanding of punctuation concepts and rules
- To develop pupils' understanding of grammatical concepts and rules
- To provide pupils with the opportunity to experience writing in a range of genres

### Teaching and learning

At Mossley CE, writing plays an important role within the curriculum that we deliver. Writing is 'taught' daily following the 'Pathways to Write' scheme, but this only provides a skeleton to how we teach Writing as a school. As well as 'Pathways' sessions, children have access to 'Pathways to Spell' sessions, explicit vocabulary sessions and technical writing sessions. Furthermore, pupils at Mossley write 'across' the curriculum, and learn how to write as scientists, geographers and historians. All of this allows us to enhance the learning experiences for our pupils at Mossley and ensure that they command a solid grasp of the written word before moving on to their next step in education.

### Pathways to Write

Pathways to Write is a progressive, sequential, mastery-approach writing scheme that allows our pupils to: learn new writing skills (based on a progressive range of 'Feature keys'); practise them and apply them to different genres of writing; revisit these skills



sequentially to ensure that knowledge is more efficiently obtained and retained; and understand how to become an effective writer.

The core of our 'Pathways' curriculum is driven by high-quality texts. Each unit - one every half term - uses a text to explore the features of a particular genre/style of writing and exposes our pupils to the application of these skills in practice. From this, a set of 'Feature Keys' are established and pupils have the opportunity to practise and apply these in their own writing. The 'Feature Keys' are structured sequentially so that prior knowledge is effectively built upon and pupils develop their writing skills so that they should be able to write at the age-appropriate standard. However, our curriculum provides our pupils with the opportunity to push themselves and flourish as young writers, nurturing and cultivating the flair and creativeness that is needed to write at a greater depth.

### Pathways to Spell

Our approach to spelling at Mossley begins after our pupils have completed all six phases of our approach to phonics (see page 2). 'Pathways to Spell' is a research-based series of lessons following a Review, Explain, Practise, Apply and Reflect model. This approach allows our pupils to develop a range of independent spelling strategies to cover the whole national curriculum and apply beyond spelling lessons. Pupils at Mossley typically receive three explicit spelling sessions per week as part of their wider writing lessons - these sessions focus on developing phonemic, orthographic, morphological and etymological knowledge, and ensure that spelling knowledge is constantly revisited.

### Vocabulary

It is our intention that as pupils develop a wider vocabulary, the standards of their writing is further enhanced. As well as the vocabulary that is introduced and explored within our 'Pathways to Write' scheme of work, we have created our own explicit vocabulary sessions to further enhance our curriculum and expose our pupils to ambitious vocabulary. These sessions typically happen twice-weekly at the beginning of pupils' writing sessions. Pupils are introduced to new words, and are given the opportunity to explore their meaning(s), practise these both orally and orthographically, and apply them in different contexts.

### Technical sessions

From Year 1 - Year 6, once per week, a writing session is dedicated to developing our pupils' technical understanding of sentence structure. Our pupils explore different sentence structures and apply these in response to a writing task. The sentence types which we introduce to our pupils follow those created by Alan Peat. They have been sequenced so that they are both progressive and ambitious. Each sentence type has been selected to match the genre of writing that is being taught through our 'Pathways to Write' scheme, and ordered by the complexity of their composition so that they are in-line with the Feature Keys being taught. Pupils are provided with the opportunity to constantly revisit each sentence type to support the retention of knowledge.

## Writing in EYFS

Our EYFS also follows 'Pathways to Write' to ensure a consistent approach to writing across the school. However, our EYFS writing curriculum is supplemented by other high quality texts that are used to support learning across all areas of the EYFS curriculum. The environment also enables the children to practise their early writing skills through role play and other areas of the continuous provision.

### Links with other curriculum areas

Writing is intrinsically linked with all other areas of the curriculum. At Mossley, each subject area has key vocabulary that is taught to our pupils. This vocabulary is carefully planned, not only across the different curriculum areas, but also progressively from EYFS through to Year 6. The vocabulary is revisited throughout the Mossley learning journey so that by the time our pupils finish primary school, they are familiar with key language and concepts across a range of subjects.

We also introduce our pupils to the concept of different styles of writing across different subjects. This is particularly evident in our assessment tasks. Pupils are provided with the opportunity to produce extended written answers and even essay style responses to questions. Pupils are encouraged to use the PKC style guide below:



### Historian

#### Language:

- Academic
- Formal
- Subject-specific
- Past tense
- Past perfect (e.g. had been)
- Active voice
- Neutral (no intensifiers)
- Fronted adverbials of time



### Scientist

#### Language:

- Academic
- Formal
- Subject-specific
- Modal verbs
- Passive voice
- Past tense
- Present tense
- Future tense
- Fronted adverbials of sequence



### Geographer

#### Language:

- Academic
- Formal
- Subject-specific
- Statistics
- Numerical
- Past tense
- Present tense
- Future tense (e.g. will/shall)
- Fronted adverbials of place

## Writing Learning Environment

Each of our classrooms has an 'English working wall' which displays relevant information for the topic that is currently being taught. This might be spelling, punctuation and grammar ('SPaG') related information, the focus sentence structure currently being covered in our technical sessions, and effective modelled writing. Furthermore, classrooms have examples of pupils' writing displayed within the classroom – these demonstrate the correct use of specific features and vocabulary for the focus genre writing.

## Assessment in Writing

Writing is assessed continuously at Mossley. This is done in both formative and summative ways which allows staff to closely monitor the understanding and progress of pupils.

### Assessment for learning

In every lesson, staff provide reactive feedback, both verbal and written (use of highlighters), for pupils to respond to. This allows members of staff to guide pupils to successfully meet the lesson's learning objective, adapt teaching to suit the needs of pupils, and understand the strengths and areas for development of each pupil. Based on pupil responses to learning objectives, sequences of teaching and learning can be adapted to ensure that pupils' understanding is secure before moving on to the next stage of learning.

### Summative Assessment

Writing is formally assessed in each term. This involves writing moderation where a range of written pieces are assessed against specific age-appropriate standards of writing. Staff moderate with their partner teachers to ensure greater accuracy and consistency when making judgements in writing.

'SPaG' assessments also take place on a termly basis using Rising Stars' NTS assessments. These termly assessment points provide staff with detailed analysis of pupil performance, identifying gaps in learning and tracking their progress.

These methods of assessment inform staff where particular areas may need to be revisited, or if particular pupils are not on track. This data allows staff to put correct measures in place, whether that is to make adaptations to 'Quality First' teaching, or to introduce an intervention for particular pupils.

## SEND

Where children have specific learning needs, provision is put in place to minimise the impact on learning. This is bespoke to each child. Adaptions are made within lessons to ensure SEND pupils can access their age-appropriate curriculum. Where this is not possible, a personalised curriculum may be put in place to ensure pupils make progress and develop their skills as writers.

Early bird intervention groups with a writing focus are delivered throughout the year. However, our range of interventions are not exclusive to just SEND pupils. They can help support a range of pupils' needs to ensure the right steps are put in place for progress in-line with their peers.

### Presentation of English books

All pieces of writing in English books have the long written date and a title that reflects the learning objective of the lesson. We use the DUMTUMS rule to remind pupils how to begin their work. In KS1, pupils write in pencil before moving on to blue pen in KS2.

Children are expected to present their written work as neatly as possible, using cursive handwriting.

### Feedback

Feedback is provided in multiple ways during English lessons. The vast majority of this is personalised verbal feedback that supports children in meeting the learning objective, and challenges them to produce their best work.

Written comments from staff are kept to a minimum, but the use of highlighters provides feedback that identifies where pupils have been successful in meeting the learning objective, or producing accurate, effective writing (green), and where pupils may need to check the accuracy of what they have written (pink). A yellow highlighter is also used when pupils need to improve an area of writing. This could be the re-writing of a particular grammatical structure, or where a particular word could be replaced with more accurate or purposeful vocabulary.

### Governors

Mossley CE Primary has a designated link governor who:

- a) Meets with the English Subject Leader at least once a term to find out about;
  - the school's systems for planning work, supporting staff and monitoring progress;
  - the allocation, use and adequacy of resources; and
  - how the standards of progress are changing over time.
- b) Visits school and talks to pupils about their experiences of English;
- c) Attends training and other events relating to the English curriculum;
- d) Reports jointly with the Subject Leader to the governing body with recommendations, when appropriate.
- e) Is understanding and supportive of our aims in the learning and teaching of English and to review this policy annually.
- f) Challenges data through the 'CPP' subcommittee of the governing body.
- g) Measures the effectiveness of the policy through feedback, data collection and SLT challenge.
- h) Monitors the policy implementation against the objectives in the School Development Plan (SDP).

### The role of Subject Leaders

#### The English Leaders will:

- Provide a strategic lead and direction for English in the school.
- Provide support and advice to staff in the delivery of the English programme of study;
- Remain informed about current developments in the subject by attending INSET sessions and being involved in independent research and reading;
- Disseminate relevant information to staff;
- Deliver Staff Meeting sessions to staff, to support staff development;
- Monitor and evaluate teaching and learning of English;

- Monitor standards in the subject, through planning and work scrutiny, statistics, quality of teaching and pupil assessments;
- Order and maintain resources to enhance effectiveness of English teaching within the school;
- Consider with staff and work with SLT members in the evaluation and planning of actions included within the School Development Plan.
- Meet with the Head of Teaching and Learning, half-termly, to discuss progress of pupils.

The Class Teacher will

- Be responsible for the teaching of English as set out in the policy.
- Plan a coherent sequence of learning that can be made available to the English lead.
- Provide samples of English work to the English lead when required.
- Assess children's work in order to detail future planning.

Mossley CE Primary School – Policy for English – rewritten July 2023

Written by Mr. Ben Heades & Mrs. Kelly Statham

Policy review date – July 2026