



## 1. Intent

At Priory, our aim is that children will develop knowledge that will last a lifetime, along with strong skills to prepare them for the next stage of their education and the wider world beyond that, enabling them to lead a successful life and make a positive contribution to their community.

Our children are provided with a well taught, knowledge rich curriculum. The basis of this is full implementation of the National Curriculum ensuring breadth, balance and clear progression. Our expectations are high for all pupils: we never narrow our curriculum or deny any pupils the key knowledge taught to the class, unless it is absolutely in their best interest due to a significant learning need.

Our intention is that children should leave Priory with the key skills and knowledge that will enable them to communicate creatively and effectively through spoken and written language. We want the children to enjoy and appreciate a rich variety of literature, developing a love of reading and the skills to become lifelong learners. Through our 'High Quality Text' approach to the curriculum, the children are immersed in a variety of high-quality texts which gives the focus of English sessions context; allowing the children to deepen and embed skills, develop new ones and have the opportunity to apply these skills in a creative way.

## 2. Rationale

English is an integral part of education and society. Communication is at the heart of all learning and life. It gives the children a voice and plays an essential part in ensuring that ideas and points of view are understood through both spoken and written language. Through our 'High Quality Text' curriculum, children have a chance to develop intellectually, emotionally, culturally, socially and spiritually. Through carefully chosen texts the children can explore and appreciate our rich and varied literary heritage, whilst developing their acquisition of vocabulary. This gives purposeful opportunities to discuss British values, mental health and well-being, which in turn develops the children's cultural capital. Our English curriculum is underpinned by our TOGETHER values, ensuring pupils learn to communicate with honesty, enthusiasm, respect and thoughtfulness.

## 3. Aims and Objectives

Using the New National Curriculum (2014) it is our aim to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for understanding, reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

#### 4. Teaching and learning

At Priory, our principal aim is to develop children's knowledge, skills and understanding of English to enable them to communicate coherently and effectively in both spoken and written English. During daily sessions the children are encouraged to ask as well as answer questions to explore their own ideas as well as articulate their thinking. The children have the opportunity to use a wide range of resources; it is an expectation that each class in school has an English box consisting of age appropriate resources, available to the children at all times. This helps to develop the children's cognitive thinking, linking learning concepts together to strengthen and develop both learning and understanding.

There is a wide range of English abilities in all classes at Priory. We recognise this fact and provide suitable learning opportunities for all children. All children have the opportunity to work on concepts related to their year group's expectations. A range of strategies are used to support children including: adapted group work, scaffolded progression, open ended questions and more.

At Priory, the children have access to 1:1 iPads from Year 1 to Year 6 in order to integrate technology effectively into the educational environment and ensure that pupils have the knowledge and skills that they need to thrive in an increasingly digital world. 1:1 iPads enhance the delivery of our English curriculum by supporting high-quality reading, writing and communication. They enable pupils to plan, draft, edit and publish writing effectively, improving transcription, vocabulary and sentence construction. Digital scaffolds, such as speech-to-text and accessible resources, reduce barriers for pupils with SEND, ensuring full participation and inclusion. iPads also enrich reading and research opportunities, helping pupils develop comprehension and wider knowledge to support writing across the curriculum. Overall, 1:1 technology strengthens engagement, independence and progress in English.

In line with the National Curriculum, we focus on the 6 main strands of developing Literacy skills:

1. Spoken language
2. Word reading
3. Comprehension
4. Transcriptional writing (spelling and handwriting)
5. Compositional writing (articulating ideas and structuring them in speech and writing)
6. Vocabulary, grammar and punctuation within writing

##### **Spoken language**

The ability to communicate orally is fundamental to the English Curriculum. Pupils are therefore taught and encouraged to:

- Express themselves confidently and articulately in a range of situations
- Ask relevant questions to extend their understanding and knowledge
- Articulate and justify answers, arguments and opinions
- Participate in discussions, presentations, performances, role play/improvisations and debates

Some lessons are taught with a specific spoken language focus, in line with the National Curriculum guidance. Drama is often used to deepen understanding of a text within the understand phase of learning. Typical opportunities to promote spoken language skills include: paired- talk, class discussions, circle time, presentations, formal debates, collaborative group work and drama workshops to develop understanding of characters/concepts/themes within the text e.g. hot seating or freeze frame.

## Reading: Word reading and comprehension

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

Teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. Phonics is emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

As a school our children begin their reading journey through Read, Write, Inc. in Foundation Stage and Key Stage 1 and the Accelerated Reader program with children from Year 2 onwards. Read, Write, Inc. is a systematic, synthetic phonics programme and forms the basis of our phonics and early reading teaching. Accelerated Reader allows children to access a wide range of classic and modern texts, both fiction and non-fiction, which have an accompanying 'quiz' based on their comprehension of the book. Reading comprehension is taught explicitly through *Comprehension Crushers* from Grammarsaurus, alongside our use of Accelerated Reader (AR). This ensures pupils develop strong understanding, inference and retrieval skills through structured whole-class teaching, while AR supports regular independent reading practice and promotes a love of reading.

All children participate in the following activities:

- **Focussed reading sessions** – focusing on the development of reading skills using a variety of different teaching strategies and approaches.
- **Shared reading** – children read and discuss a text as a class, led by the teacher. The text chosen is of a specific genre, and forms part of the immersion activities in a unit of work.
- **Accelerated Reader time (KS2)** – ten to fifteen minutes of dedicated reading time each day to allow pupils to read their AR book and complete relevant comprehension 'quizzes'.
- **Individual reading** – children are encouraged to keep their books on their desks at all times, ready for the occasional reading opportunity.
- **Class book** – children are read to by the class teacher for pure enjoyment value, and to nurture a passion for reading. Sometimes children may be invited to read too, if there are multiple copies of the book.
- **Library sessions** – children are allowed to select a book to take home, from the school library. Over the last few years we have re-designed our school library to accommodate more books and make the environment more "special" by providing comfy places to sit and opportunities for pupils to respond to the texts that they are reading.
- **Visual Literacy** – using high quality picture / multi-modal books to challenge the children's thinking and to encourage the children to think more deeply about the text and illustrations.

To help enhance a love of reading and books, we participate in a range of activities such as World Book Day, Reading Rocks Boxes, reading visitors etc. which encourages children to participate in a range of reading activities.

## Writing: transcriptional, compositional and vocabulary, grammar and punctuation

The programmes of study for writing at key stages 1 and 2 consist of:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

At Priory, writing is taught through the **Grammarsaurus writing approach**, ensuring that pupils develop both transcriptional fluency and high-quality composition. Writing is carefully sequenced through a clear journey from **oral rehearsal to independent application**, enabling pupils to transition successfully from supported writing towards confident, autonomous authorship. Lessons follow the *me – we – you* structure, with explicit modelling, shared writing and guided practice allowing pupils to internalise language structures before composing independently. Sentence stacking lessons build pupils' understanding of grammar, vocabulary and authorial choices in manageable steps, reducing cognitive load and supporting working memory. Carefully selected WAGOLs provide clear models of expectations, while vocabulary instruction, oral rehearsal and sentence-level practice strengthen pupils' ability to craft cohesive and purposeful texts. Over time, pupils move from structured scaffolds to independent composition, applying taught skills across genres and curriculum areas. This approach ensures progression in writing stamina, accuracy and creativity, enabling all pupils to communicate ideas effectively and develop as confident writers.

The 2 statutory appendices in the National Curriculum – on spelling and on vocabulary, grammar and punctuation – give an overview of the specific features that should be included in teaching the programmes of study in each phase, year group expectations are broken down further and are assessed by teachers of each year.

We use the Spelling Shed scheme to ensure coverage and progression of the spelling rules.

Each week the children are taught a spelling rule and a set of words that follow the rule. The children look at the orthography, morphology and etymology of the words so that children understand the spelling rule at a deeper level, making links in learning. In addition to this we maximise opportunities for teachers to enhance pupils' vocabulary as they arise naturally. As vocabulary increases, teachers at Priory show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language.

Pupils are also taught to control their speaking and writing consciously and to use Standard English. They are taught to use the elements of spelling, grammar, punctuation and 'language about language'.

## 5. English curriculum planning

English is a core subject in the National Curriculum. We use the National Curriculum as the basis for implementing the statutory requirements of the programme of study for English. Each class teacher is responsible for the English in their class in consultation with and guidance from the English leader.

### Long Term Plan

This is based on the National Curriculum coverage. Texts are chosen to support and enhance the learning of these objectives whilst linking to the Creative Curriculum topic for the half term/term. This plan identifies the key texts, genre and areas of learning. The English subject leader is responsible for collating these and ensuring a balanced and diverse range of literature is being studied to enable the children to achieve the objectives and rationale of our English curriculum.

### Medium Term Plan

This organises the teaching of English into termly or half termly sections. This plan outlines the focus for each lesson so that a clear build up of skills and coverage of the National Curriculum can be seen. The English subject leader is responsible for keeping and reviewing these plans.

## Short Term Plan

This details the English curriculum taught over the week, including reading and GPS/phonics. Lessons are planned in more detail and specific objectives are set along with activities to address them and any key questions/approaches to support this. This is in the form of paper planning in Foundation Stage and White Board slides or PowerPoints in Key Stage 1 and 2. The teachers collaborate on the planning of English to ensure parity in provision and to share expertise.

It is a class teacher's responsibility to ensure all plans and resources are added to the one drive/Showbie in a timely manner.

## 6. Assessment

Arbor is the chosen MIS system for use within Priory and the St. Bart's Trust. We use Arbor to report, analyse and track pupil progress and attainment. At the start of each academic year, baselines are used to set targets along with teacher judgements in order to ensure suitable challenge and achievement. There are three set assessment points throughout the year where teacher judgements are recorded alongside NfER attainment results (Y1 to Y6).

When recording judgements on Arbor the following code is used and this is consistent across the Trust:

- **WB:** Significantly Below
- **B-** Below
- **NYT** – Not Yet There
- **EXS** – Expected Standard
- **GDS** – Greater Depth

**Informal Assessments** – these are done through discussion or observation of the child as and when the class teacher feels it is appropriate. This information may be recorded in weekly planning, through annotation of the child's work or directly onto Arbor.

**Termly Assessments** – NfER tests are carried out before the end of each term. These assessments can be used to back up 'teacher assessments' of each child's understanding in reading and, in Key Stage 2, grammar, punctuation and spelling, in line with year group expectations (compared to National figures) and the results can be inputted onto Arbor. Writing is assessed through teacher judgement and moderation, both in school and at a Trust level.

## 7. Using the Creative Curriculum to help develop children's English skills

Following the immersion in the class text the writing approach extends into the wider curriculum. Staff plan and deliver high quality work which links to the creative curriculum and results in clear, purposeful writing opportunities.

**Computing** and the use of **film, digital cameras, blogging, green screen technology, music, art and picture books** are encouraged, to stimulate our children's interest in reading and writing. The Interactive Whiteboards are used to enhance the teaching and learning; children use the IWB and iPads to experiment with font styles, images, sizes and shapes as well as the immersion in learning and the wide range of applications available to develop their skills in writing for different purposes. Other practices, designed to appeal to children's different learning styles in English are also encouraged. Examples include:

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- The use of film to develop awareness of settings, emotions and character work, as well as discuss camera angles and the use of “panning” and “Zooming”.
- Computing, which have helped to inspire children’s writing, as have visual literacy work.
- The use of Drama within lessons, to deepen and challenge their thinking.
- The inclusion of games and thinking skills to stimulate ideas.
- The inclusion of “Warm-up” activities to focus on a particular spelling, punctuation and grammar (GPS) next steps for learning.
- Visual Literacy to encourage them to write in a variety of genres, and to take more ownership of their ideas and writing.

### PSHCE

English contributes to the teaching of PSHE/ Jigsaw and citizenship. The work that children do outside their normal lessons encourages independent study and helps them to become increasingly responsible for their own learning. The planned activities that children do within the classroom encourage them to work together and respect each other’s views.

### Spiritual, Moral, Social and Cultural Development

The teaching of English supports the social development of our children through the way we expect them to work with each other in lessons. We group children so that they have opportunities to work together and we give them the chance to discuss their ideas and results. Our children feel valued and are therefore confident in attempting tasks that are challenging.

## 8. Early Years

The Early Years Curriculum focusses on building skills, knowledge and understanding. We have adopted a creative approach to the curriculum and we ensure it is broad, balanced and exciting. We make links across the curriculum and to life wherever possible as we believe this deepens the children’s level of learning. We use the revised Early Years Foundation Stage curriculum (Development Matters) as appropriate, to guide our teaching.

The Revised EYFS (2021) is broken down into areas of development. There are two main sections of the curriculum, the “Prime” areas and the “Specific” areas. The Prime areas are fundamental and work together to support development in all other areas. The Specific Areas of development include essential skills and knowledge for children to participate successfully in society.

In the EYFS, English is delivered through the *Specific* area of Literacy, which includes Comprehension, Word Reading and Writing, and is underpinned by the *Prime* area of Communication and Language. Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems;
- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge;
- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Communication and Language as the Foundation for Literacy

### Priory CE Academy: Policy on English

High-quality interactions, storytelling, songs, rhymes and conversation form the foundation of our English curriculum. Adults model ambitious vocabulary, extend children's language through sustained shared thinking and provide meaningful contexts for talk. A language-rich environment ensures children develop the oral language skills necessary for reading and writing.

#### Structured Daily English – The Write Stuff Approach

A structured daily English session is delivered using the principles of Jane Considine's *The Write Stuff*. This approach supports children to develop rich language, a deep understanding of story and confidence in composing sentences.

Children engage in high-quality story discussions where key events, characters and settings are explored in depth. Adults explicitly teach and revisit Tier 2 vocabulary, ensuring children understand and can use new words orally before applying them in writing.

Writing is modelled daily by the adult, demonstrating how to construct sentences, rehearse ideas orally and apply phonics knowledge. Children practise sentence building through shared and supported writing before moving towards independent application. The sequence of learning builds across the week, culminating in a guided writing session where adults support children work at their phonic level. This may be developing letter shapes, hearing sounds when they Fred Talk, transcription or rehearsing their own sentences.

This approach ensures that writing is purposeful, language-rich and carefully scaffolded to support all learners.

The curriculum of the Early Years underpins all future learning by supporting, fostering, promoting and developing children's skills in the following areas:

PRIME AREAS	SPECIFIC AREAS
<p><b>Personal, social and emotional development</b></p> <ul style="list-style-type: none"><li>• Self-Regulation</li><li>• Managing Self</li><li>• Building Relationships</li></ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"><li>• Gross Motor Skills</li><li>• Fine Motor Skills</li></ul> <p><b>Communication and language</b></p> <ul style="list-style-type: none"><li>• Listening, Attention and Understanding</li><li>• Speaking</li></ul>	<p><b>Literacy</b></p> <ul style="list-style-type: none"><li>• Comprehension</li><li>• Word Reading</li><li>• Writing</li></ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"><li>• Number</li><li>• Numerical pattern</li></ul> <p><b>Understanding the world</b></p> <ul style="list-style-type: none"><li>• People, Culture and Communities</li><li>• The Natural World</li><li>• Past and Present</li></ul> <p><b>Expressive arts and design</b></p> <ul style="list-style-type: none"><li>• Creating with Materials.</li><li>• Being Imaginative &amp; Expressive</li></ul>

## 9. Inclusion and SEND

Pupils with SEND have full access to the curriculum through reasonable adjustments. They can be supported through differentiated tasks, scaffolds, adult and peer support. Where necessary adapted equipment and resources can be provided. Advice to support individual pupils is always available from the subject lead, Inclusion Hub and where appropriate specialist services.

## 10. The Hive

The Hive is Priory CE Academy's specialist resource provision for pupils with communication and interaction (C&I) needs, including those on the autism pathway. It provides a calm, structured learning environment with adapted teaching, sensory regulation and small-group opportunities whilst following the curriculum of the main school. The Hive follows the full National Curriculum, planned and sequenced in step with whole-school long-term plans and adapted to meet individual EHCP targets and next steps.

Every subject leader is responsible for ensuring that their curriculum intent, implementation and impact extend fully to The Hive. They quality-assure planning, teaching and assessment, meet termly with The Hive team and SENCO, and contribute to monitoring and pupil-progress reviews. Subject leaders also teach or model lessons in The Hive when appropriate, ensuring that high expectations and consistent pedagogy are maintained. This partnership supports smooth inclusion, builds staff expertise and secures equality of ambition for all pupils.

## 11. Equality

Priory is a caring school that aims to provide a high-quality education to all our pupils within a secure and environment. We are a Rights Respecting School and protecting the rights of all individuals is important to us. We hope that pupils will leave us with confidence, positive memories and that they value their time here.

Our school aims to meet its obligations under the public sector equality duty (PSED) by having due regard to the need to:

- a. Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- b. Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- c. Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

## 12. Presentation

**Handwriting:** children are initially taught the formation of letters in print form through phonics lessons following Read, Write, Inc. Once the children are correctly forming all letters they are taught how to join their writing, using a cursive style, supported by Letter Join. Handwriting sessions are timetabled into the school day for younger years and at the teacher's discretion in KS2. Some terms we have a 'Handwriting Boost' where the number of sessions are increased to encourage a whole school focus on improving handwriting.

**Computing:** children can use the computer or iPads to help draft / re-draft their work, experiment with font sizes and styles and images, re-size their writing, research appropriate information from the internet.

## 13. English and Inclusion

At our school we teach English to all children, whatever their ability and individual needs. Through our English teaching we provide learning opportunities that enable all pupils to make good progress. We endeavour to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents and those children where English is an additional language, and we take all reasonable steps to achieve this.

## 14. Monitoring and Evaluation

English provision is monitored by the English leader with teaching observations taking place by the head teacher, senior leadership team and English leader. The English leader will examine pupils' work and monitor teachers' planning.

The work of the English leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for English in the school. The English leader meets with the Head teacher and Senior Leadership Team regularly to review English provision in the school.

## 15. Marking

Marking in English will be in line with the school's marking policy. Children's work will be ticked or written in green if correct and crossed or written in pink if incorrect. This is recorded on work in books for FS and the start of Year 1 and on Showbie from Year 1 onwards. Children are usually asked to evaluate how successful they consider they have been in achieving the learning objective, and to what standard – teachers do this alongside. They use a colour coded dot system (see marking policy), which correlates with the teacher's marking code and where appropriate children can add their own comments.

Our agreed marking code is used by children and staff to ensure that we all mark in the same way and that the children understand it. Our colour-coded system (see marking policy) clearly provides information on the child's achievement of the learning objective.

'Fix it' time is used to provide children with the opportunity to respond to marking. Teachers always provide time for pupils to improve their work and they check the work themselves afterwards.

## 16. Resources

There is a range of resources to support the teaching of English across the school. All classrooms have an interactive white board, English boxes, dictionaries and a range of texts. Children have 1:1 iPads which they can access the a wide range of resources on. The library contains a range of books to support children's individual research.

## 17. Learning environments

The classroom environment should support pupils independent learning skills (C3B4ME) and as such have:

- An **English Learning Journey** – which shows the learning that has taken place through the 'Understand, Explore, Create' writing process.
- **Support materials** – Phonic/GPS prompts, appropriate for the level of the pupils.
- **A themed topic area**- which contains books, relevant technology and artefacts which link to the topic and help to fuel the children's desire to find out more.

## 18. Home Learning

Children will receive weekly basic skills home learning from Year 1 to Year 6. This will consist of reading books and weekly spelling set on Spelling Shed. Children from Foundation Stage and Key Stage 1 will have a reading diary to record reading sessions with adults and children in Key Stage 2 will take quizzes linked to their reading book to ensure they are comprehending the text.

In Year 6, there may be extra work set in order to prepare for the National SATs assessments.

Parents and carers can also request extra work to support their children with any areas needed.

## 19. Links to Other Policies

- Phonics
- Assessment
- Presentation and Handwriting
- Marking and Feedback
- Home Learning
- Early Years Foundation Stage
- SEND

## 20. Monitoring and review:

The English Leader and The Senior Leadership Team are responsible for reviewing the implementation and effectiveness of this policy. The policy will be reviewed every two years or earlier if necessary.

Policy Author: Rebecca Davies

Date of Review: September 2027