



English Policy

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"Reading is the gateway skill that makes all other learning possible." Barack Obama
"A book is a dream that you hold in your hands." Neil Gaiman

Curriculum Intent

At Wirksworth Junior School, our reading curriculum aims to develop pupils' word recognition and language comprehension skills so that they become fluent, confident and critical readers. This, in turn, will enable our pupils to gain a broad knowledge of the world around them, providing them with the foundations for future learning. Most importantly, we will foster a love of reading, through sharing our own passion for reading, creating and embedding a positive reading culture throughout the whole school.

Our school motto is **Creative. Caring. Curious.** We make every moment count. By exposing our children to high-quality literature and rich, ambitious vocabulary, we will provide them with the language they need to be able to express themselves and articulate their thoughts, feelings and ideas in **creative** ways. Our shared reading texts, books chosen to enrich our wider curriculum subjects and whole class reading for pleasure books have been carefully-selected to encourage our pupils to develop empathy and show **caring** towards the people and subjects they learn about. Reading is at the heart of our curriculum, which has been designed to ensure that our pupils are provided with opportunities to be **curious**, whether that be through introducing them to a wide range of authors and books or using reading to help feed their curiosity about the lives of others and the wider world.



"If there's a book that you want to read but it hasn't been written yet, then you must write it." Toni Morrison

Curriculum Intent

At Wirksworth Junior School, our writing curriculum aims to develop pupils' understanding of and confidence in using writing key skills, enabling them to write independently for a variety of audiences and purposes within different subjects.

Our school motto is **Creative. Caring. Curious.** We make every moment count.

Through analysis and discussion of high-quality model texts, children will learn how to 'read as writers' and 'write as readers', demonstrating their **curiosity** about writing and enthusiasm for discovering rich, ambitious vocabulary. Our children will reflect on and strive to improve their writing throughout the drafting, editing and publishing process.

Most importantly, we aim to promote a love of writing using creative, engaging 'hooks' and meaningful contexts that give purpose to what our pupils are writing. As a result, this will encourage them to develop empathy, take **creative** risks, **care** about and take pride in their writing.

English Policy

Wirksworth Junior School – April 2026

This policy outlines the teaching, organisation and management of the English taught and learnt at Wirksworth Junior School. The school's policy for English is based on the 2014 National Curriculum, and is to be read in line with the school's Curriculum Policy; Assessment and Target Setting Policy; and Marking and Feedback Policy.

The implementation of this policy is the responsibility of all teaching and support staff.

National Curriculum 2014 – English Purpose of Study

'English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.'

ENGLISH CURRICULUM AIMS

Our aims in teaching English are that all children will acquire a wide vocabulary; an understanding of grammar; and knowledge of linguistic conventions for reading, writing and spoken language so that **all children will:**

- ✓ develop the necessary skills to use the English language confidently, appropriately and accurately to the best of their ability;
- ✓ be able to speak clearly, fluently and coherently;
- ✓ be able to listen to the spoken word attentively with understanding, pleasure and empathy;
- ✓ develop the habit of reading widely and often, for both pleasure and information, being able to read easily, fluently and with good understanding;
- ✓ be able to write effectively for a range of audiences and purposes using spelling, punctuation and grammar accurately and confidently.

ROLES AND RESPONSIBILITIES

The English subject leader will:

- lead by example, showing a thorough understanding of the subject and recent educational developments within English;
- set high expectations and work alongside the Headteacher/Senior Leadership Team to monitor learning, teaching and progress every term;
- ensure that there is a consistent, whole school approach to learning and teaching in English, in accordance with this policy;
- keep parents, staff and Governors informed of developments;
- regularly review the development of English through the monitoring and evaluation of the English Action Plan, School Improvement Plan and analysis of termly whole school assessment data;
- offer support to teachers in areas of planning, teaching and assessment, identifying training needs and delivering training;
- monitor resources, identify areas of need, prioritise and purchase resources within the allocated budget.

Teachers will:

- have high expectations for all children to achieve and enjoy English;
- provide opportunities for pupils to use the skills that they have acquired in a range of contexts across the curriculum;
- promote a love of reading by putting rich, challenging and age-appropriate texts at the heart of our English teaching;
- create an ethos and environment in which children can enjoy learning, reflect and improve, and grow in confidence;
- plan, teach and assess learning through daily English lessons, guided/shared reading sessions, additional interventions and cross-curricular opportunities, using the Talk for Writing (T4W) process, VIPERS reading strategies, Little Wandle Phonics, No Nonsense Spelling and Letterjoin Handwriting;
- plan provision to meet the learning needs of all children so that they make good or better progress and achieve in line with their potential, based on prior attainment;
- ask a range of effective, targeted questions to challenge, probe and extend children's understanding;
- mark work according to the school's Marking and Feedback Policy, using this to identify gaps in learning and provide next steps;
- monitor and record pupils' progress in writing through the BASELINE (cold write), INNOVATION and INDEPENDENT APPLICATION (hot write) pieces of writing;
- use summative tests, such as PIRA and GAPS (Rising Stars), alongside our National Curriculum based Reading and Writing Key Skills checklists to support assessment;
- record termly assessments for reading and writing on our online assessment tracking system, iTrack;
- maintain an up to date 'Working Wall' or 'Washing Line', and a vocabulary-rich English learning environment;
- ensure all pupils are provided with age and stage-appropriate school reading books, and track progress in reading fluency (see appendix 1).

Support Staff will:

- set high expectations of themselves and the children;
- have good subject knowledge in preparation for lessons and intervention sessions;
- have a clear understanding (supported by the teacher) of their role in lessons and interventions;
- understand the specific learning before each lesson or intervention session, particularly for their focus children, and communicate this to the children clearly;
- where appropriate, with the support of the teacher, prepare resources to support steps to successfully understanding the learning in each lesson;
- communicate the progress children have made in the lesson to the Class Teacher;
- undertake, where possible, continued professional development for learning and teaching in English.

Governors will:

- be well-informed about the attainment, progress and achievement of pupils in English, and how these compare to the national picture and schools in a similar context;
- be involved in monitoring and reviewing progress on the development of English (through the English Link Governor, Teaching and Learning Committee Meetings and Full Governing Body meetings).

Parents/Carers will:

- be encouraged to develop positive attitudes to English and actively support their children at home;

- be well-informed of their children's attainment, progress and achievement through annual reports, parents' evenings, the school website, and other forms of communication including letters, support documents and recorded videos.

INCLUSION AND EQUAL OPPORTUNITIES

Staff at Wirksworth Junior School have devised an engaging curriculum plan based upon the programmes of study with careful consideration of the needs of our children. We maintain our belief that learning is lifelong and that the skills and attitudes we instil in the early stages of our children's lives should stand them in good stead for the future.

Staff will ensure that every child receives an equal opportunity within English activities, regardless of race, gender, ability or Special Educational Needs (SEND).

Our daily English lessons are appropriate for all pupils, regardless of ability or need. Teachers will engage and challenge *all* pupils, including pupils with SEND, and those working at a Greater Depth (see appendix 2 for more information on Greater Depth in English) through appropriate scaffolding, challenge and support, taking account of any Educational Psychologist recommendations or Individual Education Plan targets.

Children with English as an additional language (EAL) will be supported in a variety of ways, e.g., modelling of spoken language and agreed verbal prompts, repeated instructions, emphasis of key words, using picture cues and through the use of technology (e.g. translation Apps on the school iPads). Children will be encouraged (and expected) to take part in paired and group activities.

We have high expectations for all pupils and are committed to ensuring our curriculum complies with the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014.

Curriculum Implementation

The English programme of Study (National Curriculum 2014) is based on four key areas. It gives detailed guidance on what should be taught within these areas:

1. Reading

Word reading/decoding

Comprehension

2. Writing

Transcription

Handwriting and presentation

Composition

3. Spelling,

Grammar and Punctuation (GPaS)

4. Spoken Language

By the end of the Key Stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study (Lower Key Stage 2 - Years 3 and 4; Upper Key Stage 2 - Years 5 and 6). This is the essence of the 'Mastery Curriculum'.

At Key Stage Two, children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in fiction and non-fiction texts and learn how the structure of language works.

At Wirksworth Junior School, children are taught in mixed year group classes (Year 3-4 and Year 5-6). Within these classes, pupils might also be grouped according to their needs during Shared/Guided Reading and Writing sessions. To support the teaching and learning of spelling, pupils may also be grouped into ability-based phonics or spelling groups.

Teachers carefully plan sequences of English lessons according to Wirksworth Junior School's long-term curriculum plans for reading and writing (available to view on the school website).

Key skill progression documents (based on the 2014 National Curriculum and school-specific foci) are used in every year group to support **progression** within and across year groups in both reading and writing (including progression in Grammar, Punctuation and Spelling, along with progression in genres).

READING

The main objectives of our Reading curriculum are to -

- promote a love of reading by encouraging teachers to develop their own expertise as readers, in order to create a 'Reading Culture' throughout the school and develop imaginative, creative and critical readers;
- enable each pupil to read at an appropriate level of fluency, accuracy and comprehension, supported by high quality reading resources;
- foster an interest in words and their meaning in context, enabling children to develop a growing vocabulary;
- equip pupils with the skills to monitor their reading and correct their own mistakes (*metacognitive reading*);
- teach phonics (Little Wandle) and spelling (No Nonsense) systems as a means of ensuring that pupils are able to read and spell accurately;
- provide opportunities for pupils to discuss their reading, and develop their reading strategies and skills in the following areas:
 - Vocabulary
 - Inference
 - Prediction
 - Explanation
 - Retrieval
 - Summarising/sequencing
 - Making connections
 - Asking questions

Every day, pupils will engage in meaningful reading activities, including but not limited to the following:

-Reading is at the heart of our curriculum; our teachers and pupils understand that reading plays an integral part in learning – we learn to read so that we can read to learn.

-In order to explicitly teach reading skills and strategies, four to five 20-minute reading lessons per week will be dedicated to the discrete teaching of reading, based around a high-quality, age-appropriate whole class fiction text (Long-Term Plan available to view on the school website), or a shorter non-fiction text extract.

-Depending on the skill being taught, and previous AfL (Assessment for Learning), these lessons may be delivered through a whole-class shared reading approach, using the same class text with

scaffolding to ensure all pupils are able to access age-related reading materials, or through the teaching and support of small groups in a guided approach.

-These lessons will be planned around a specific 'VIPERS' comprehension skill, with one lesson per week focused solely on developing pupils' reading fluency (see appendix 3). Teachers use the Reading Key Skills progression document (based on the National Curriculum), along with gap analysis of summative NTS tests to support their planning.

-In Upper Key Stage Two, as the texts used in these lessons are longer and more complex, a longer, one-hour weekly reading lesson may sometimes replace shorter lessons, in order to develop a deeper understanding of the text.

-New vocabulary may be taught to children through the use of a Frayer Model.

-Graphic organisers may be used to support the teaching of reading (e.g. cause and effect flowcharts, emotion graphs, 'double bubble' charts illustrating similarities and differences).

-Written reading activities are carried out in 'English Key Skills' (EKS) books. The WALT (Learning Objective) will make it explicit which reading key skill is being evidenced.

-Every afternoon where possible, children will engage in 15 minutes of reading for pleasure, either through independent reading, shared reading of the class novel (from Pie Corbett's Reading Spine) or visiting the school library; reading is also celebrated through engaging, interactive classroom reading corners; whole-school events such as World Book day; teacher and pupils book recommendations; and activities planned by our Reading Ambassadors.

-Across the curriculum, reading skills are also taught and consolidated. Reading objectives should be highlighted alongside objectives from other curriculum areas, e.g. science and history. At the beginning of every curriculum project, our concepts and values are introduced within the context of a high-quality text; pupils are encouraged to reflect on these and apply their reading skills.

-It is the teacher's responsibility to ensure that an adult listens to every child read, at least once every two weeks (the lowest 20% of readers in each class need to be read with on a more regular basis), in order to provide feedback on reading fluency and to assess whether a pupil is accessing an appropriate reading stage. This should be recorded on the child's 1:1 Reading Tracker and in their Reading Record.

-Children are encouraged to select their own reading books from the classroom book corner and to record this on their own tracking sheet.

PHONICS

As a school, we have chosen to use the Little Wandle Systematic Synthetic Phonics (SSP) 7+ Rapid Catch-Up Programme to ensure that every child quickly develops the phonics skills they need to be able to read fluently - for both reading to learn and reading for pleasure. Phonics interventions are taught by Class Teachers **three** times a week during assembly times. The children's progress on the programme is assessed and tracked at week 4 of each phase. Pupils attending phonics interventions are provided with fully-decodable reading books, matched to their current level.

WRITING

The main objectives of our writing curriculum are to -

- give pupils the opportunities to write in different contexts across the curriculum and for a variety of **purposes and audiences**;

- ensure that writing activities create adequate opportunities to develop the stamina and skills to write at length, and to practise the correct use of spelling, punctuation and composition;
- give children the opportunity to **plan, draft, edit, improve and present** their writing with increasing regard for age-related organisation and structure;
- enable pupils to develop fluent and legible cursive handwriting;
- ensure that children use and understand the correct terminology in regards to grammar and punctuation;
- encourage pupils to see writing as interesting, useful, challenging and rewarding.

Talk for Writing

Throughout Wirksworth Junior School, we use the 'Talk for Writing' method of teaching English (Pie Corbett).

This is carried out in three stages:

IMITATION, INNOVATION, INDEPENDENT APPLICATION (or INVENTION).

During **imitation**, children explore a model text in detail: identifying its underlying patterns and structure: analysing the text as a reader and as a writer; and creating a 'Writer's Toolkit'.

As part of the **innovation** stage, children adapt the model text, practising the skills and techniques they spotted and discussed during the first stage.

In the last stage, pupils apply the skills they have learned throughout the unit, by writing an independent '**invention**'. The focus is on producing engaging, high-quality pieces of *extended writing* for a range of audiences and purposes.

-The aim is for each child to learn to write (*or progress their writing in*) at least one fiction and non-fiction text every half-term. Lower and Upper Key Stage 2 will follow the school's 'Talk for Writing Yearly Overview', which is on a two-year cycle, planning their units based on the suggested model texts and genres.

-As well as this, a weekly poetry unit is also taught once a term and pupils will have opportunities to participate in 'Short Burst Writing', based upon a quality writing stimulus (e.g., a 'Literacy Shed' video or a cross-curricular topic). Long-term plans for writing are available to view on the school website.

-During planning and teaching, Teachers will ensure that the Talk for Writing 'non-negotiables' (see appendix 4) are being followed.

-Sentence grammar and punctuation skills are taught, consolidated and embedded into each text type, and are taught both explicitly and in the context of the specific unit of work.

-All children are provided with frequent opportunities to observe modelled writing and to participate in shared writing.

-Guided writing sessions, and mini grammar lessons, may be used throughout a Talk for Writing unit, to target specific needs of both groups and individuals.

-Classrooms will have an English Working Wall, which includes a 'word display' to support the development of vocabulary;

-The class Washing Line is used to support children's writing throughout a unit, and includes key 'flip charts' co-created during English lessons, such as sentence grammar and punctuation guidance, model text map, shared text marking, Writers' Toolkits and boxed-up plans.

-Writers' Toolkits record the language and layout features of different fiction genres (e.g. suspense) and non-fiction texts.

-ALL pupils will have the opportunity to develop their composition skills: drafting, editing and improving their work; teachers will provide ongoing verbal feedback and 'margin marking'; children will be given the opportunity to act upon written marking (Self-Improvement Time).

-During four 45-minute English lessons a week, pupils will engage in learning activities specifically related to one of the 'Three I s':

IMITATION - familiarisation with a text and its underlying patterns; retelling of model texts using a multi-sensory approach

INNOVATION - adapting the model text, using different levels of innovation (e.g. substitution, addition, alteration, changes of viewpoint)

INDEPENDENT APPLICATION (OR INVENTION) - creating a new text of the same genre, using a completely different stimulus, often related to wider curriculum topics.

-Writing activities - including text maps, 'Reading as a Reader' questions, text marking, grammar and punctuation activities and boxing up plans - are carried out in English Key Skills books.

-Innovations are drafted directly into Extended Writing books.

-Independent Applications are drafted, edited and improved in English Key Skills books, before being published in Extended Writing books.

-Children are expected to produce at least 2 pieces of writing per unit in our bespoke curriculum subjects (History, Geography & DT, Art & Music). Guidance for writing across the curriculum has also been produced by RE and Science Subject Leaders.

GRAMMAR AND PUNCTUATION

Although grammar and punctuation skills are a key focus within all English lessons, there are times when a specific aspect of grammar or punctuation may need to be introduced and practised out of context. One English lesson per week is dedicated to the explicit teaching of grammar and punctuation skills: this is planned based around our Grammar Progression Document (which in turn is based on the National Curriculum), formative assessment of writing, and gap analysis of summative NTS GAPS tests.

These skills are taught in a range of ways, for example through practical 'Jumpstart Grammar' games and targeted practice in constructing sentences. It is expected that the skills taught in these sessions be specifically linked to the Talk for Writing unit taking place at the time and that these skills will be evidenced and assessed in pupils' independent writing. Any written activities related to a skill will be completed in English Key Skills books.

Grammar and punctuation are a focus in all pieces of written work across the curriculum: children know to use them whenever they write, and 'Always Toolkits', which include the non-negotiable writing key skills for each year group, are promoted in all English lessons.

When work is recorded in books, the school presentation and marking policies are always followed.

SPELLING

The direct teaching of spelling patterns and key words takes place every day, using the No Nonsense Approach to Spelling. The specific spellings to be taught each week, including the statutory words, are taken from the 2014 National Curriculum and planned across a two-year cycle for both Lower and Upper Key Stage 2.

Pupils learn the **orthography** (breaking words up into their syllables and grapheme-phoneme correspondences), **morphology** (learning about the parts of words, e.g. root words and prefixes/suffixes using graphic organisers) and **etymology** (origins) of their spelling words through a range of activities.

Each child has a personal Spelling Journal which they use to practise their spellings with a range of different No Nonsense strategies (such as pyramid words, missing vowels/consonants, shape of the word etc.) Teachers then plan application and assessment activities, including dictation of sentences or mini spelling tests. It is not expected that there will be a spelling test every week, as the focus is on ensuring pupils learn their spellings and apply these to their independent writing. Pupils are also taught strategies for spelling at the point of writing, including 'have a go 3 times', and proof-reading strategies are regularly modelled by the teacher. Each child has a spelling error analysis sheet, completed by their teacher, which they use for practicing their personal spelling lists.

English homework focuses on practising weekly spellings in a range of different ways. Reading and spelling of the statutory Year 3-4 and 5-6 words will be assessed twice a year and children's use of these within independent writing will be tracked.

HANDWRITING

Handwriting is explicitly taught once a week, using the Letterjoin Handwriting Programme. Year 3-4 children practise this in handwriting books, whereas Year 5-6 children use their English Key Skills books, unless they require the use of handwriting guidelines.

Staff use the Letterjoin cursive handwriting font on typed documents and Smart Notebook/PowerPoint files. Neat cursive handwriting is consistently modelled by all adults in the classroom, using the school's handwriting scheme.

During morning registration times, pupils have the opportunity to practise both their handwriting and spellings. Some children may also take part in handwriting intervention sessions, led by a Teaching Assistant. Initially, this intervention focuses on developing motor skills for handwriting, before moving on to the Letterjoin targeted intervention programme.

Writing completed in Extended Writing books is written in pen by all pupils across the school. With the exception of draft pieces of writing in English Key Skills books, and work completed in maths books, which are written in pencil, it is expected that Year 5-6 pupils complete all work in pen. Purple Pen is used for corrections and editing by all pupils.

SPOKEN LANGUAGE

The development of speaking and listening skills play a part in every lesson. Teachers have high expectations of children's contributions to class and group discussions and strategies such as paired talk are used regularly in lessons; pupils are expected to answer questions in full sentences, using the correct academic vocabulary. Throughout the school, hand signals are used for discussion: I have something to offer – I would like to build-on... - I would like to challenge...

HOMEWORK (refer to the school's separate Homework Policy)

English homework focuses on practising weekly spellings in a range of ways. It may also include a Grammar or Handwriting activity, used to practise, consolidate or assess prior learning. Homework is self, peer or teacher marked. In the lead up to end-of-year assessments, Year 6 are also expected to carry out additional test practice at home. All pupils are expected to read at home at least three times a week and to ask an adult or older sibling to sign their diary. However, children will be encouraged to read and discuss their reading on a daily basis. Dojo Points are rewarded to pupils for completing homework and reading 3 or 5 times a week.

Curriculum Impact

Class teachers use strategies such as questioning, verbal feedback and marking of written work to assess pupils' knowledge and skills. Pupils also complete NTS tests and GAPS tests (Grammar, Punctuation and Spelling) towards the end of each term. A gap analysis is completed, which details the specific areas of reading or grammar that pupils need to work on. These assessments are used to inform teachers' planning, lesson content and next steps.

The subject leader monitors reading and writing provision across the school to ensure that our curriculum and teaching is having a positive impact on our pupils' enjoyment and achievement. This is done in a number of ways, such as visiting classrooms to observe the learning environment and reading corners; looking in pupils' books to monitor their written work; and having discussions with pupils about their learning.

See the following policies for specific details of assessment:

Marking and Feedback Policy

Assessment and Target Setting Policy

MONITORING AND REVIEW

We are aware of the need to review the school curriculum policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

Appendix 1

Reading Books at Wirksworth Junior School



Reading is the gateway skill that makes all other learning possible.' Barack Obama

*The main purpose of our reading book sequence is to ensure that, in addition to our targeted shared reading comprehension lessons and class reading for pleasure sessions, our children are developing the **word recognition** and **fluency** skills required to become skilled readers at an age and ability-appropriate level.*

Our reading book sequence has been carefully designed to support our pupils' individual stages of reading development. It aims to ensure that when a child takes a book home they can read it successfully, build confidence and make progress.

OVERVIEW OF OUR READING BOOK SEQUENCE

FULLY DECODABLES

Decodable reading books are used to support our phonics intervention programme. Pupils who are receiving targeted phonics teaching will be provided with a fully decodable text matched to the Letters and Sounds phase they are currently learning.

INDEPENDENT READS

For pupils who have secure word recognition skills but who require support with developing automaticity, fluency and reading stamina.

SHARE ME

Pupils who take home a *fully decodable* or *independent read* will also be able to choose a year-group recommended read for their teacher and parents to read **to** them.

RECOMMENDED READS

Year-group appropriate reading books for pupils whose word recognition and reading fluency skills are developing at an expected level for their current year group.

FULLY DECODABLES

Good decoding is a prerequisite of good comprehending.

The *National Curriculum* states that while children are learning to read, they should "Read aloud accurately books that are consistent with their developing phonics knowledge, that do not require them to use other strategies to work out words and re-read these books to build up their fluency and confidence in word reading."

Books which have been carefully matched to a child's developing phonic knowledge provide multiple benefits:

- they are fully decodable and match phonics teaching so far; children can read independently and with confidence
- the only strategy required for reading visually unfamiliar words is all-through-the-word sounding and blending
- no guessing is required so children have a secure and confident start
- children can use their phonics to read familiar words and discover new ones, helping to increase vocabulary knowledge
- decodable books do not need to rely on repetitive, predictable text, which can often be boring for children
- books with a phonics focus reinforce the knowledge and skills required for spelling
- progress is rapid when children can practise and apply the specific knowledge and skills as they are taught in class. *Reading Reform Foundation UK, 2017*

INDEPENDENT READS

Fluent readers can read quickly, accurately, and with appropriate stress and intonation. Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text (EEF, 2017).

When pupils have mastered decoding, and have secure word recognition skills, they may still require support with developing their reading automaticity, fluency and stamina for reading.

Therefore, we have a number of *Phase 6 transition books* and *shorter chapter books* for those pupils whose reading fluency is not yet secure.

Books given to pupils for this purpose will be chosen by their teacher. It is important to ensure that pupils are provided with readings that they are 'comfortable' reading: that is, capable of reading independently but with an element of challenge to stretch their skills. Teachers will want to use their professional judgement in the selection of texts to suit individual pupils' interests and abilities.

SHARE ME

Children's reading development is also aided by a literature-rich environment and practice in reading authentic literature and familiar materials (OFSTED, 2021).

By Year 3, most children should have enough phonics knowledge to be able tackle and at least 'decode' any new word in a book. However, it is important to remember that understanding what words means – both individually and in the context of the text – is also vital for reading progress, developing pupils' cultural capital, reading enjoyment and motivation.

Therefore, it is imperative that children with developing word recognition and fluency skills be provided with the opportunity to share and discuss high-quality, age-appropriate texts and challenging vocabulary with adults.

These pupils will be provided with a 'Share Me' bookmark, to remind them that this book must be read and discussed with an adult and not independently. This will ensure that children do not develop or practise poor reading habits, such as guessing unknown words.

RECOMMENDED READS

Progress in reading is not always about acquiring new skills and moving 'up'; depth and breadth of understanding and the ability to confidently apply knowledge and skills to a range of texts at an appropriate level of challenge is very important within a mastery curriculum.

The texts we choose to teach in school during shared reading lessons have been carefully chosen to provide a rich reading experience for pupils. We consider how these books will capture the interests of the children who learn at Wirksworth Junior School, and how they help sequence the way we introduce knowledge in other curriculum areas, ensuring that learners are exposed to high quality

literature at every stage of their education. These texts contain complex language that will expand and deepen the vocabulary knowledge of all learners as well as providing opportunities to learn and develop reading comprehension strategies in line with National Curriculum expectations for each year group.

The books we read to our children during class reading for pleasure time have been chosen to foster an enjoyment of stories. They provide a vital opportunity for adults to model high quality reading including expression, intonation and pace.

Therefore, it is important that the books we provide for our pupils to enjoy independently reflect and build on the high-quality literature we read in school as part of our reading curriculum.

Every classroom in school has an inviting reading area, where our 'Recommended Reads' are displayed. Pupils whose word recognition and fluency skills are developing at an expected level for their year group are able to choose a book from this selection to enjoy independently. We will also be investing in a wider range of recommended reads across the year groups, to ensure that we foster a love of reading and encourage pupil engagement with our own selection of high-quality children's literature.

HOW WE ASSESS PUPILS' WORD RECOGNITION AND FLUENCY SKILLS

Across the school, we use a four-stage process to ensure accurate and consistent assessment of pupils' strengths and areas for development in word recognition and reading fluency.

1) Phonics Screening Check

This stage of the assessment process is carried out at the beginning of Year 3.

2) Letters and Sounds Phonics Assessment

Children who score less than 39/40 will be further assessed on their skills in reading and writing individual letter-sound correspondences from phases 2-5 of the Letters and Sounds phonics programme. Pupils' personalised results will be used to help teachers plan targeted phonics intervention and to allocate books which match this.

3) Reading speed check (automaticity)

Automaticity is the fast, effortless word recognition that comes with a great deal of reading practice.

When pupils are demonstrating that they are able to decode most words, they will then be assessed on their reading speed using short, age-appropriate text extracts. If they are able to read these extracts fluently, at a speed of around 90 words per minute, we will move on to the last stage of assessment.

4) Multidimensional Fluency Scale

The Multidimensional Fluency Scale is a rubric used to assess readers' fluency in the area of expression and volume, phrasing, smoothness and pace. Teachers will listen to a pupil read an age-appropriate text extract and rate their reading fluency on a scale. If they score 8-10, the pupil is considered to be making good progress in fluency.

Creative. Curious. Caring. We make every moment count.

Appendix 2

Greater Depth in English

Lessons and activities are planned to include all children by using a range of approaches. This includes questioning, use of source materials, and mixed ability grouping to enable children to offer peer support. Lessons are planned to facilitate the best possible outcome for all children within the class.

Identifying children working at greater depth in reading

A child who is working at greater depth in reading will, first and foremost, be a confident, fluent reader. Fluent readers demonstrate both confidence and the ability to read for more sustained periods of time. They adopt a positive attitude to reading and read for a range of purposes. Pupils with good fluency are also able to:

- Summarise the main ideas in a text (showing they are reading for meaning).
- Identify themes and conventions in a wide range of books.
- Understand how language structure and presentation contribute to meaning.
- Discuss words and phrase that capture the reader's interests and imagination.

Also, an active approach is taken to find meanings of words they do not understand (self-regulation) and they explore the conventions of different non-fiction texts, identifying similarities and differences between them (Jane Considine, 2017).

These children often show particular skills at inference and deduction. They synthesise information well and draw inferences and conclusions from a range of sources of evidence. In addition, they will use high-utility words and subject-specific vocabulary confidently and fluently, when explaining their ideas, within both their verbal and written work. Also, they will be able to establish and follow a line of enquiry, posing informed questions and making links with prior knowledge and experiences.

In addition, they will demonstrate that they are able to apply metacognitive strategies to the reading process. A metacognitive reader draws on their prior knowledge and previously-learned skills to –

1. Develop a **plan** before reading: identifying a purpose for reading; selecting particular actions to achieve their reading goal.
2. **Monitor** their understanding of the text during reading: adjust reading speed to fit the difficulty of the text and 'fix' any comprehension problems.
3. **Evaluate** their thinking after reading.

Identifying children working at greater depth in writing

By the end of KS2, these pupils will be able to:

- Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- Distinguish between the language of speech and writing and choose the appropriate register
- Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

Pupils in other year groups will be demonstrating these skills at an age-appropriate level and will be able to confidently and fluently apply the writing key skills from their year group in all pieces of writing, and across the whole curriculum.

Additionally, these learners will show the characteristics of a self-regulated learner within their writing lessons: they are proactive in their efforts to learn because they are aware of their strengths and limitations in writing and because they are guided by personally set goals and task-related strategies (such as using more ambitious vocabulary or proof-reading their own work without prompts). These learners monitor their behaviour in terms of their goals and self-reflect on their increasing effectiveness.

Enrichment activities for those working at Greater Depth (GDS)

It is important to provide learning that challenges children using a range of approaches:

Reading

- *Remove all scaffolds*

To be working at greater depth, you would expect a child to be working independently. If you have been providing vocabulary definitions for the children, then remove this and require that the children use contextual and morphemic analysis to work out word meanings. If you've been giving children prompts as to how to word an answer, remove these.

- *Expect answers that provide more detail and explanation as to how the evidence they have found helps them to answer the question.*

- *Encourage children to give succinct answers*

Perhaps you could give a word limit on answers or get children to edit their existing answers down so that they still communicate their understanding, but with an economy of words.

- *Creative written responses*

Perhaps they could rewrite something in a different genre, write their own version of what they've read or write the next part of the story using clues from the text.

- *Comparisons to other texts*

Children working at greater depth should have the capacity to read several texts within a lesson, including the whole class text, and to respond by comparing them.

- *Creating aids for future reading*

This could be done as more of an extension task. Children could read ahead looking for words and phrases that their peers might need clarification on. They could then access a computer to create an interactive whiteboard slide which contains word meanings, or pictures of unfamiliar nouns, for the next lesson. This will encourage them to engage with the text thoughtfully and will also challenge their own vocabulary skills. Alternatively, they could create a set of questions, based on question stems and the reading domains. Similarly, they could predict the questions they are going to be asked about the text.

- *Read and respond to more*

Whereas lower attainers and your core group might be focusing on smaller chunks of text, children working at greater depth could be looking at large excerpts, or even whole chapters, particularly when it comes to summarising.

- *Book-based debate*

Debate is a great way to get children responding to a text. It would require a certain amount of collaboration if children were to work in teams to develop an argument either for or against a notion proposed by the teacher. Alternatively, children could debate one on one after spending some time developing their argument independently. Another option would be to get children to write a discussion text where they present both sides of an argument. To really push children on this, you could get children to work together to come up with a notion based on the book or text they have read. For example, notions could be around whether or not a character

acted morally, whether or not a character is good or bad, whether or not a character should do what they are contemplating doing.

- *Think of the children working at greater depth when planning your main lesson objective and activities. Aim them at your strongest readers and scaffold and support others to achieve the same or similar. That way, you know they'll be challenged appropriately – top-down planning.*

Writing

- *Deep immersion*
During a piece of writing around a specific plot point, encourage these children to 'deepen the moment' so that they are able to showcase their use of vocabulary and writing key skills.
- *Inside out*
Using 'mental state' verbs to reveal the character's inner thoughts and feelings.
- *High order cohesion*
Model how to use 'step sentences' and high-utility words to create cohesion; children can also do this by building extended metaphors around a theme, throughout their piece of writing.
- *Author echos*
Using their 'thesaurus thinking' and vocabulary jotters to collect ambitious words, phrases and sentence structures from their own reading, that they can apply to their writing.
- *Using complex sentence structures and punctuation to show that they have control of their own writing.*
- *'In-role' writing or writing from a different perspective*
Encouraging children to be in control of their characters, showing empathy and vivid description of feelings/emotions.
- *Give children the choice of what to write, e.g. blending elements from more than one genre, writing a prequel or sequel to a story.*
- *Allow children the opportunity to model and explain their writerly choices to their peers; encourage them to lead peer-editing groups.*

Creating the opportunity for greater depth in English involves allowing pupils the independence to apply their learning at a deeper level.

This means that pupils working at greater depth are expected to be able to...

- Apply their skills and knowledge consistently, confidently and fluently to *all* areas of the curriculum.
- Work independently.
- Organise their ideas to make connections with other areas of learning.
- Use their skills to help them work with new areas of learning.
- Clearly explain what they have been doing and why they know they are correct to others.
- Use tier 2 and 3 vocabulary consistently and accurately within their written and verbal work.
- Teach others what they have learned to enable them to learn too.

Appendix 3

Shared Reading – DEVELOPING READING FLUENCY

What does fluent reading look like?

To help learners focus on their reading fluency, the aspects of reading aloud can be separated into six key elements. Each aspect works in partnership with the others to produce a rich and vibrant reading performance:

Pitch: The musicality of the reading voice – including tone and intonation.

Power: The strength given to the reading voice – including volume and stress.

Pace: The speed and rhythm at which we read.

Punctuation: The adherence to and understanding of the marks an author has placed upon the page.

Pause: The knowing of when not to read and for how long.

Passion: The emotion of the reading – including empathy and sympathy and the development of a reader's love for the written word.

Weekly fluency lesson structure

- Choose the chapter from your shared reading book that is going to be your focus for the week.
- In Tuesday's shared reading lesson, make developing the children's fluency your focus!

1) Warm-up

Echo reading

Echo reading is a re-reading strategy designed to help students develop expressive, fluent reading.

"Students must hear fluent readers begin modelling if they are to understand how they should sound when they read fluently" (Miller and Veatch, 2011). Since echo reading uses modelling as a form of assisted reading, students are able to gain the support and guidance they need to develop fluent reading skills.

- The teacher models fluent reading of a short segment, usually one sentence.
- Pupils then repeat or 'echo read' the segment the teacher has just read. As we are doing this as a class, this will also be a chance to develop the children's **choral reading** skills.
- Adult/confident reader reads next sentence and has student echo... repeat this with two-three paragraphs.



2) **Paired reading**

- Pair children into mixed ability pairs.
- The pair will read through the rest of the chapter, a paragraph each at a time.
- Pupils must be encouraged to develop the 6 Ps as they are reading.

- Encourage the pupils to sound out and blend unfamiliar words themselves before their partner tries to correct them.
- At the end of the chapter, pupils can then feedback to each other on their reading fluency.

3) **Guided Group**

- As the pairs are reading, bring a guided reading group to a table/the carpet to read 'round robin'.
- This should be the lowest 20% of readers in your class.
- Guide the group with reading the chapter, providing scaffolding where needed to support the children in developing their word recognition skills.

Appendix 4

Talk for Writing Planning Guidance

- The three 'eyes' – ensure children know these terms, what they mean and what 'week' they are on! Refer to INSET slides and Talk for Writing Books for support with planning.

IMITATION

INNOVATION

INDEPENDENT APPLICATION (INVENTION)

Each of these stages is just as important as the other. Each lesson should build on the previous.

- **Daily** shared reading and writing in some form – Ensure that your model text or any texts that you explore are challenging enough for your year group, contain the toolkit and have been **adapted to contain cold write targets/gaps in grammar.**
- **Daily** phonics, spellings and/or grammar games (use Jumpstart Literacy & Grammar Games) – **explicit teaching of GPaS** within a unit of work – in context. Refer to **Writing Key Skills Progression** document.
- **Half-termly and end-of-year grammar 'quizzes'** - use SATs-style questions & the 'Never Heard the Word' resource
- **Regular opportunities for pupils to orally rehearse** and internalise the model text.
- Frequent editing, improving and formative feedback within lessons, particularly during the **INNOVATION** stage:
What's going well? What makes it a good piece of writing (focus on the effect on the reader, not just the WKS used – DIG DEEPER!)?
Edit and improve children's writing as a whole class/group – ask for permission first!
- Read suitably challenging texts with the children during whole class, shared and guided reading!
- **Create a classroom that supports and celebrates writing *and reading*, showing EACH STAGE of the process.**

What should be on your washing line?

IMITATION:

*Key sentence signposts – children showing actions

*Text map

*Shared reading as a reader/writer (text analysis/markings, questions for learning, tools and grammar features – WHY are they being used?)

Focus on the effect on the reader – who is it written for? Why are we writing it?

*Toolkit – not just a WILF! How can you create ...? Ensure this is **co-constructed** but **challenging** for your year group!

*Clear focus on Vocabulary - Magpie boards/RAG rating/Words of the Week/Weekly Spellings

INNOVATION:

*Boxing up – generic, model text, own innovation

*Shared writing – notes in the margin

***Explicit grammar and punctuation 'mini lesson' teaching flipcharts**

INDEPENDENT APPLICATION:

This is an opportunity for pupils to practise writing INDEPENDENTLY. Therefore, there should be **no modelled or shared writing at this point.**

- Provide **authentic audiences and purposes for writing**, with regular opportunities for publishing, e.g. class anthologies – children’s writing to be celebrated, particularly on corridor displays.

All of this needs to be within a rich and engaging English curriculum that motivates children who read and write for pleasure!

Handwriting and presentation should underpin all of this work – high expectations for ALL children.

Talk for Writing unit planning structure

Stage	Activities	Evidence in books	Marking (Annex 1 – Marking and Feedback Policy)
Cold write	Stimulus for writing – video, image etc. - give 10 mins planning time & 30 mins writing time. Make sure the topic is something that the children already have prior knowledge about – this is not to catch them out but to identify the targets that children will need to work on throughout the unit. *To be completed at least a week before unit to inform planning.	Written in Writing books with blue stamp – ensure children are aware of WHY they are doing the cold write/hot write and expect quality! Written in pen in Y6.	*Key spellings / punctuation where needed - use marking codes and spelling scaffolding. *Provide THREE personalised tickable Next Step targets linked to your year group’s Writing Key Skills and/or the text-type toolkit (non-negotiables/WILF – link to grammar teaching where possible). *Balance accuracy and effect.
Imitation – up to 1 week	*Creative Hook to motivate and encourage curiosity, audience and purpose. *Warming up words and phrases (Vocabulary lesson)	English Key Skills books *Children’s own text maps	*Live marking of any work completed in English books *Key spellings / punctuation where needed - use marking codes

	<p>*Simple text map for internalising the text</p> <p>*Oral rehearsal – see imitation games: vary them!</p> <p>*Reading as a reader (text marking and analysis using <i>Vipers</i>; comparing quality texts from the same genre; focus on the effect on the reader.)</p> <p>*Reading as a writer (spotting key features, discussing tools and tricks)</p> <p>*Toolkit co-constructed – to _____ THE READER, you could...; ensure this contains your year group's WKS.</p> <p>*Boxing up – paragraph/part, generic (underlying pattern), model text, innovation.</p> <p>*Short bursts – practising the tools.</p>	<p>*Marked/labelled text – questioning the text (reading as a reader)</p> <p>Writers' Tools (reading as a writer)</p> <p>*Vipers questions</p> <p>*Co-created toolkits/writers' tricks</p> <p>Y3-5 Pencil</p> <p>Y6 Pen</p>	
<p>Innovation – 1 week</p>	<p>*DAILY modelled/shared/guided writing alongside children's own drafting, editing and improving in EKS books</p> <p>*Compare two pieces of writing – which contains the toolkit, which doesn't?</p> <p>*Daily whole-class feedback</p> <p>*Mini grammar lessons / Jumpstart Grammar games.</p> <p>*Hugging closely or shaking hands with the model text – levels of innovation</p>	<p>EKS book:</p> <p>*Boxing up – underlying pattern, model, innovation</p> <p>EKS book:</p> <p>*Innovation draft – edited and improved.</p> <p>Written in pen</p>	<p>*On-going live feedback and marking during lessons, e.g. <i>dot the error, underline the spelling, highlight weak words/sentences</i></p> <p>*Strategic Minimal Marking and whole class feedback throughout the week, leading to modelled/shared editing – see template in marking/feedback policy</p> <p>*Self or peer assessment</p>
<p>Independent Application – 1 week</p> <p>Hot Write</p>	<p>*Provide a stimulus for writing, e.g. video, image, class text, ACROSS THE CURRICULUM TOPIC!</p> <p>*Invention games</p> <p>*Guided writing if needed</p> <p>*Lots of questioning and verbal feedback to move children on.</p> <p>*Children to refer to cold write targets when drafting and copy them into *Extended Writing books when publishing so they</p>	<p>EKS book:</p> <p>Boxing up and vocabulary planning</p> <p>Draft written in pencil and edited in purple pen.</p> <p>Final draft published in Writing (or project) books</p>	<p>*Boxing up plan – identify spellings they should know and using spelling scaffold to correct.</p> <p>*Before editing lesson(s): Post-it marking using the 3 ways of editing: E1 revise (use marking codes) E2 rewrite (*sentence*) E3 reimagine (add more ^) <i>Note – In order for this writing to be truly independent, the teacher/TA</i></p>

	<p>can be ticked off by the teacher.</p>		<p><i>does not provide pupils with specific feedback on <u>how</u> to improve their writing.</i></p> <p>*During editing lesson: Model good editing processes; peer editing stations in groups.</p> <p>*After editing lesson: *Assess completed hot write against cold write targets and year group expectations.</p> <p>*Highlight examples of the WILF</p> <p>*Cold write targets ticked off.</p> <p>*Writing assessment checklist completed.</p> <p>*Spelling error analysis completed/added to.</p>
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Model for teaching new vocabulary

- Daily 'Speed read, spell and use' (Word of the Day). This can – and should – be done within ALL subjects across the curriculum, not just English!
- Show word on IWB/flipchart
- Say it out loud
- Give a simple definition (70-80% of the English language has more than one meaning in different contexts so a dictionary may not be useful here!)
- Repeat the word / repeat the definition – several times (choral rehearsal).
- **The following can be done using a Frayer Model template:**
 - Word class, my definition, dictionary definition
 - Morphology: syllables, GPCs, modifications (prefixes/suffixes)
 - Examples (picture, synonyms, sentence)
 - Non-example
- **Questions:**
 - Why has the word been used in this context?
 - Why has the author chosen to use this word?
 - Discuss synonyms and antonyms – which synonym is weaker why?
 - Which one is more effective?

A word needs to be used at least 8 times in a different context in order for someone to fully understand it.