

Children First Learning Partnership



Inspiring Excellence Together



English Policy 2025

The CFLP English Policy in respect of the Children First Learning Partnership has been discussed and adopted by the Local Advisory Board.

Chair of Local Advisory Board:

K.Mellor

Responsible Officer:

Executive Head Teacher- Mrs L Jukes

Agreed and ratified by the Local Advisory Board on:

February 2025

To be reviewed:

February 2026



Knypersley First School

English Policy 2025

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

The overall intent of our school curriculum is to:

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

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

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

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

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

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

Intent

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

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

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

Implementation

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

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

Reading for Pleasure

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

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

Writing

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

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

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

Staff teach the formation of letters specifically in the EYFS/ Y1 (& SEN) alongside phonics, saying a rhyme to aid memory and follow Little Wandle Letters and Sounds Revised for letter formation and joins (lead out).

English Language

Across the Children First Learning Partnership we understand that the English technical language is crucial to children's thinking. We introduce new words from the curriculum through text based units and WAGOLLS. Key vocabulary used in a text based unit/genre are displayed on the English working walls.

In lessons children work in a variety of ways including pairs; whole class, groups and individually. Children work together so that through their dialogue they can develop a much stronger understanding.

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

Pitch, Pace and Challenge

Across the Children First Learning Partnership the expectation is that the majority of children will move through the units at broadly the same pace following a Mastery Approach. Staff expertly check pupils' understanding through assessment for learning, following an 'I do, We do, You do' approach. This enables staff to make informed decisions about individual's readiness to progress to the next stage, ensuring that security of children's understanding is responded to. Children will be taught analytical strategies which helps the children comprehend unfamiliar content.

Editing

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

Basic Skills

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

Inclusivity

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

Impact-

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

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

Assessment -

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

Formative

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

Within the Children First Learning Partnership, assessment in English is continuous. From the beginning of every lesson, teachers and teaching assistants will be assessing prior knowledge

through assessment for learning to identify the current stage and next steps in learning. Staff will facilitate to ensure that misconceptions are dealt with immediately and high attaining children are challenged appropriately. Our staff are highly skilled to provide a personalised and flexible curriculum for individual children that may need reasonable adjustments. These adaptations increase access to the lesson content, enabling them to reach their full potential.

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

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

Summative

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

Role of Leaders

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

Version Control and History

Version	Review Date	Changes Made	By
V3	12.01.22	In conjunction with... phonics policy	
		Reading – Our school follows Little Wandle Letters and Sounds Revised to teach phonics and early reading. This progressive scheme enables the children to become fluent and comprehensive readers by the end of Year 1. (Please see separate phonics policy).	
		Writing - Staff teach the formation of letters specifically in the EYFS/ Y1 (& SEN) alongside phonics, saying a rhyme to aid memory and follow Little Wandle Letters and Sounds Revised for letter formation and joins (lead out).	
		Pitch, Pace & Challenge - Across the Children First Learning Partnership the expectation is that the majority of children will move through the units at broadly the same pace following a Mastery Approach	

		Basic Skills - Children requiring further support, will be scaffolded in a variety of ways during lessons, including the use of word mats, talking tins, adults and accessing the classroom metacognition stations.	
		Summative - As part of our assessment and to support teacher's judgements, each class will undertake a half termly formal assessment of SPAG and phonics. This is then analysed and evaluated half termly by English leaders and acted upon quickly to direct CPD, resources and support to help pupils to overcome barriers to learning or from reaching their full potential.	
		Inclusivity (New) -_All children are exposed to their year group age related expectations in a keep up approach through the mastery format. Those children that are significantly working below their year group expectations will be exposed to learning which is at the appropriate level for them and where appropriate links to their PLP targets.	
		Appendix 1 – Updated for Little Wandle	
		Appendix 2 – Removed (Little Wandle Scheme now followed-new overview included) and appendices renumbered.	
	10.01.24	Changes made to Appendix 1. Updated EYFS-KS1 Triangulation between reading levels and Little Wandle.	A.Mountford
V4	16.01.25	Date of review- Dec 2023 and ratification changed to Dec 2024 (Front cover)	A.Mountford

Guide to Reading Levels

Little Wandle Phase Band	Book Band	On track expectation <i>(by the end of...)</i>	End of year expectation		
			Rec	Year 1	Year 2
Foundation Level	Lilac	Reception, Autumn 1			
Phase 2, set 1	Pink 1	Reception, Autumn 2			
Phase 2, set 2	Pink 1				
Phase 2, set 3	Pink 2	Reception, Spring 1			
Phase 2, set 4	Pink 2				
Phase 2, set 5	Pink 2 Red 1	Reception, Spring 2			
Phase 3, set 1	Red 1	Reception, Summer 1			
Phase 3, set 2	Red 2	Reception, Summer 2	REC ELG		
Phase 4, set 1	Yellow	Year 1, Autumn 1			
Phase 4, set 2	Blue	Year 1, Autumn 2			

Phase 5, set 1	Blue				
Phase 5, set 2	Blue	Green			
Phase 5, set 3	Green		Year 1, Spring 2		
Phase 5, set 4	Orange	Turq	Year 1, Summer 2	Year 1 ARE	
Phase 5, set 5	Turq		Year 2, Autumn 2		
	Purple		Year 2, Spring 2		
	Gold		Year 2, Summer 2		Year 2 ARE
	White				
	Lime		Year 3, Autumn		
	Copper		Year 3, Spring		
	Topaz		Year 3S		
	Ruby		Year 4, Autumn		
	Emerald		Year 4, Spring		
	Sapphire		Year 4S		
	Diamond				
	Pearl (Free)				

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

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

Appendix 2

Little Wandle Letters and Sounds Revised 2021: Programme progression Reception and Year 1 overviews

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

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

Reception

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

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings) 	put* pull* full* as and has his her go no to into she push* he of we me be

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

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> • words with double letters • longer words 	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words

Year 1

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

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

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

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

Spring 1 Phase 5 graphemes	New tricky words
<i>/ee/ u</i> funny	any many again

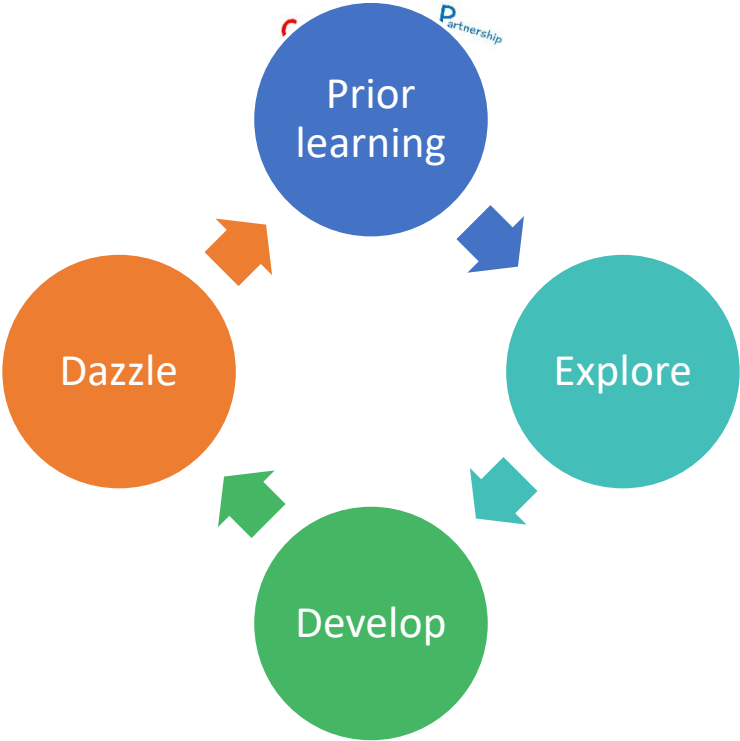
Spring 2 Phase 5 graphemes	New tricky words
<p> <i>/ur/</i> or word <i>/oo/</i> u oul awful could <i>/air/</i> are share <i>/or/</i> au aur oor al author dinosaur floor walk <i>/ch/</i> tch ture match adventure <i>/ar/</i> al a half* father* <i>/or/</i> a water schwa in longer words: different <i>/o/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

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

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

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

Appendix 3
Flow of writing



<i>Prior Learning</i>	<i>Explore</i>	<i>Develop</i>	<i>Dazzle Me</i>
<ul style="list-style-type: none"> List the features Sorting activity – sentences, extracts Spider diagram Comparison of two texts – Non fiction, fiction Cold write Odd one out – Which one is the letter? Tense of language Bad WAGOLL – Spot the mistakes 	<ul style="list-style-type: none"> Identify features, highlighting WAGOLLS Drama – hot seating, conscience alley, retell role play, small world re-enactment Story mapping Sequencing Freeze framing Piecing together 	<ul style="list-style-type: none"> Planning Skills and sentences Writing elements of the genre Exploring skills Writing a full piece of genre – retells, twists, own versions Up-level/improve group/teachers version Guided writing 	<ul style="list-style-type: none"> Edit, Redraft Up-level language – thesaurus, wordbank, resources Up-level spellings – dictionaries, zap its Peer assessment Self assessment against criteria

Appendix 4

Handwriting Progression

Handwriting Teaching Guide

Progression of handwriting

