



## English at Wallop Primary School

### Intent

At Wallop Primary School, we recognise that reading and writing are foundational to our curriculum and essential for effective communication and learning across all subjects. Our English policy aims to cultivate a holistic approach where these skills are not only central to academic success but also vital for students' engagement with the broader world.

We strive to instil a love of reading and writing in our pupils, understanding their power to unlock knowledge, enhance imagination, and develop critical thinking. By fostering a positive attitude towards literacy, we aim to equip our children with the confidence and competence necessary for meaningful interactions both in their educational journey and in everyday life.

Our commitment to oracy ensures that verbal communication complements reading and writing, enhancing students' ability to articulate their thoughts and engage in productive dialogue. Together, we aspire to create a vibrant learning environment that embraces the richness of language as a tool for lifelong learning and personal growth.

### Implementation

#### Reading

Our reading curriculum aims to provide children with the skills necessary to become confident readers as well as fostering a love for reading which will stay with children for life. At Wallop Primary School, we teach reading by implementing the following:

- **Phonics** - We use the Little Wandle Letters and Sounds Revised Phonics Programme (2021) in its entirety as a consistent, systematic high quality, whole school approach to teaching phonics. This begins as children enter Reception and is carried through until at least the point where children can read almost all words fluently. See the Phonics and Early Reading Policy for further details.
- **Structured Reading Teaching** -
  - Children in Reception and Year 1, will take part in small group reading practice sessions.
    - There are three sessions weekly with a specific focus on the skills of decoding, prosody and comprehension.
    - Sessions follow the Little Wandle scheme.
    - Class teachers and Learning Support Assistants lead the sessions but class teachers and school leaders monitor pupils' progress.
    - See the Phonics and Early Reading Policy for further details
  - In Key Stage 2, children take part in daily whole class reading lessons. The [reading curriculum overview](#) selects texts which are selected to be appropriately challenging and objectives are mapped to ensure National Curriculum coverage. These lessons follow a four-part structure:

	<p><b>Clarify and respond</b>            Discuss and respond authentically to our text            Teach vocabulary, knowledge and clarify understanding</p>
	<p><b>Build fluency</b>            Use oral fluency strategies and teacher modelling of prosody using our text            If using a longer text, sustained independent reading can be useful here, while the teacher supports the lowest 20% of readers</p>
	<p><b>Introduce focus area</b>            Introduce our focus reading area (possible modelling of a reading strategy)            Questions and discussion with a focus on this area of reading</p>
	<p><b>Rich task</b>            Pupils independently practise their learning from the previous session by completing a linked task or further questions in this area</p>

A fifth session is used to address areas of class weakness and also as a class book club for teachers to promote reading for pleasure.

- **Poetry** - A range of poems are shared regularly with children during shared reading time. As well as this, each half term, each class learns a poem by heart to help develop a love for poetry and the power of words. These are outlined in the [reading curriculum overview](#).
- **Daily Shared Readers** - All classes timetable a daily opportunity to share books with the class. The main aim of this time is to promote reading for pleasure and ambitious texts are chosen which develop the children's knowledge of a range of authors, text types and genres.
- **Home Reading** - All children take home at least two reading books which are changed frequently.
  - In reception and year 1, phonics books are fully decodable and matched to the sounds that the pupils know or are practising. These are matched to the Little Wandle programme and are read during the week at school in reading practice sessions.
  - Beyond year 1, children take home a 'love to read' book from the class library which they have chosen. These books have been carefully chosen with support from the School Library Service to provide a range of age-appropriate texts which appropriately challenge children and develop reading skills. Teachers monitor these books and support children in reading broadly.
  - All children are given the opportunity to visit the school library and take home a library book inspiring a love of reading.

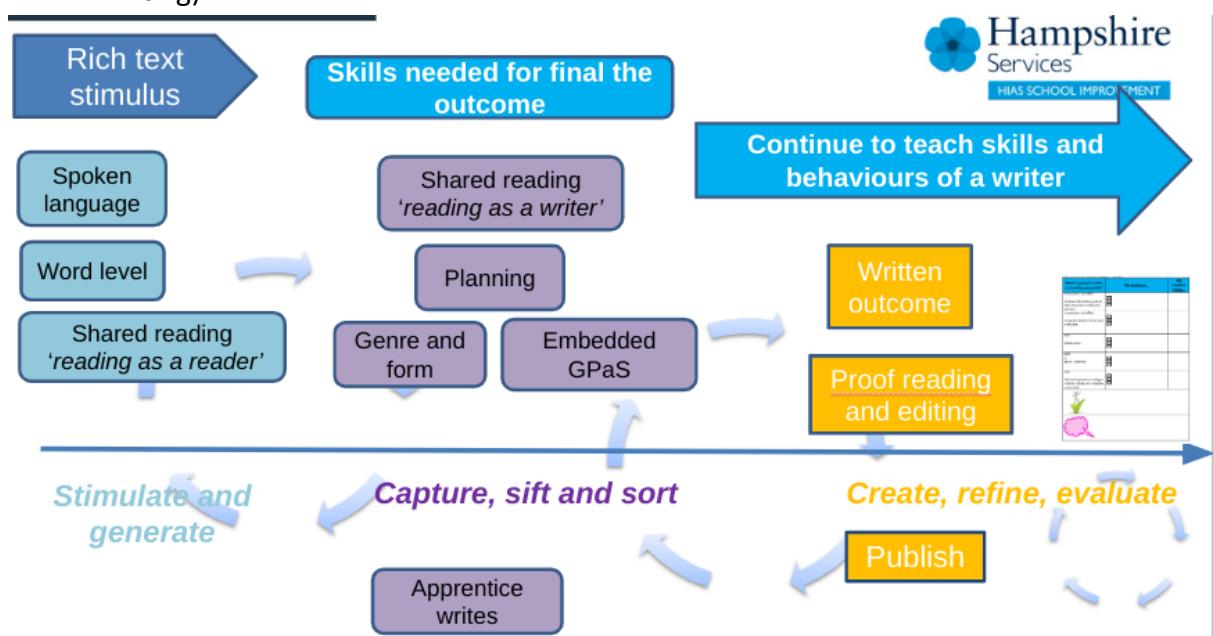


- **Reading-rich classrooms** - Care is put into the organisation of the classroom to ensure that reading is promoted with an emphasis on enjoyment.
  - Book corners - A range of books are provided for the children to read. These are chosen with support from the School Library Service and are rotated throughout the year. Books are organised and presented in a way that makes them easy to access independently.
  - Reading displays - Every class has a reading display that relates to the reading teaching in that classroom. These include images to support contextual understanding of books as well as vocabulary being taught and explored.
- **Library Visits** - Each class has a regular opportunity to visit the school library and select a book to take home. Our volunteer librarian ensures books are rotated and children are guided with their choices where needed. We are always developing our library, which is at the heart of our school.
- **Parental Involvement** - Parents are encouraged to listen to their children read regularly. At the start of the year, parents are provided with information on how to support their child's reading at the Meet the Teacher events. Phonics information events are also provided for new parents as well as annual 'refresher' events.
- **Assessment** - Both summative and formative assessment are used to provide feedback, set targets and plan for progress.
  - Phonics - Reception, Year 1 (and those beyond year 1 accessing interventions), use the Little Wandle summative assessment every 6 weeks which informs the Little Wandle phonics tracker and next steps.
  - Phonics Screening Check Monitoring - Children in Year 1, and those who have not met the threshold for the phonics screening check, participate in phonic screening check rehearsals throughout the year.
  - Beyond Year 1 - fluency and decoding assessments - Once a term, all children complete a reading assessment to track their decoding and fluency skills.
  - Comprehension - Reading assessment papers are used to assess children's comprehension skills on age-appropriate texts. These are completed termly and used to inform planning.
- **Reading Events** - A range of regular events are planned to engage pupils with the joy and wonder of a wide range of text types including world book day events and author visits.
- **Text Drivers** - Key texts are used as a stimulus for writing journeys. This allows exploration of appropriately challenging texts as well as promoting the value of reading beyond the reading curriculum.
- **Keep up and catch-up programmes** - Little Wandle Keep Up and Catch Up sessions take place in Reception, Year 1 and for some children in Year 2 and Key Stage 2. They offer immediate additional practice for those children who are identified as not keeping up with their peers and are delivered by the class teacher or LSAs.

## Writing

Our writing curriculum aims to provide children with the skills necessary to become confident writers and support them in having the ability to communicate effectively for a range of purposes. At Wallop Primary School, we teach writing by implementing the following:

- **Writing journeys** - All writing units are led by text drivers to stimulate curiosity and inspire writing. [The curriculum map](#) organises objectives across the year and across key stages to ensure coverage.
  - The teaching of writing follows the same 3 step journey across all classes in the school: stimulate and generate ('hooking' the children in with a text), capture, sift and sort (digging deeper into language features and model texts) and create, refine and evaluate (children carefully craft their final piece of writing).



- Model texts are used to exemplify specific writing skills.
- **Writing-rich classrooms** - Care is put into the organisation of the classroom to ensure that reading is promoted with an emphasis on enjoyment.
  - Writing displays - all classes have an English working wall which shows the journey and provides scaffolds and examples from each stage.
  - Resources are provided that children are able to use to develop their writing skills and reduce cognitive load at the point of writing.
- **Spelling** - All children have access to daily phonics and spelling sessions designed to teach core knowledge of graphemes and spelling rules alongside developing confidence to attempt spellings independently
  - Reception, Year 1 and Year 2 teach spelling with a strong focus on applying phonic knowledge during Little Wandle phonics lessons.
  - Key Stage 2 classes teach a daily spelling session following the [Spelling Shed programme](#).

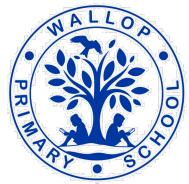


- **Handwriting** - In key stage 1 (and in EYFS when the children are ready), handwriting is taught and practised daily in addition to the phonics lesson. In key stage 2, handwriting is taught across the school at least once weekly.
  - Reception: Learn to form letters in the print handwriting style, during daily phonics lessons in the sequence of the Little Wandle programme. The programme features rhymes to support formation. Throughout continuous provision, there are activities to promote fine motor control as well as gross motor skills to develop muscles needed for handwriting. There are also lots of opportunities to practise letter formation.
  - Year 1: Learn to form letters in the pre cursive handwriting style in letter families.
  - Year 2: Learn to use the horizontal and diagonal strokes needed for joining.
  - KS2: Children write with joined handwriting - all children transition to using handwriting pens for writing in UKS2.
  - All adults to consistently model the handwriting expectations for the year group.
- **Assessment** - Both summative and formative assessment are used to provide feedback, set targets and plan for progress.
  - Daily formative assessment is used in the lesson and when reviewing children's written work. Feedback is given both verbally and in written form according to the needs of the children.
  - After a unit of work is completed, opportunities to apply the writing skills will be planned into further units. These 'site of application' pieces of writing are used to assess the mastery of each skill.
  - Regular moderation is carried out both internally and externally to ensure validity of assessments.

## Speaking and Listening

We recognise that the ability to communicate effectively and clearly is an essential life skill. At Wallop Primary School, we use the [Voice 21 Oracy Framework](#) to teach the four key areas that enable successful speech and communication: physical, linguistic, cognitive and social and emotional. We implement these in the following ways:

- **Writing journeys** - All our writing journeys plan for the specific teaching of oracy during the stimulate and generate phase. Progression is planned and included in our [English curriculum overview](#).
- **Across the curriculum** - Planning across all subjects has a strong focus on developing rich vocabulary as well as providing opportunities to practise communication skills.
- **Language-rich classrooms** - Vocabulary is included on displays and children are encouraged to use it in their learning. Sentence stems are used to scaffold learning and develop children's confidence.
- **Poetry by heart** - Each half term, every class learns a poem by heart to help develop a love for poetry and the power of words. This provides a valuable opportunity for children to develop their physical oracy skills. These poems are outlined in the [reading curriculum overview](#).



- **Performance** - Opportunities are provided for children to take part in performances throughout the school including sharing their writing at the end of learning journeys, taking part in class and school performances and contributing to assemblies.

### Impact

Our English curriculum aims to enhance students' proficiency in reading, writing, and oracy, thereby fostering a holistic approach to language development. We seek to promote a love of literature, encourage creative expression, and strengthen communication skills across the curriculum. By integrating diverse texts and innovative teaching strategies, we aspire to cultivate critical thinkers who are articulate and confident in their abilities. The anticipated impact includes improved literacy outcomes, enhanced engagement in learning, and the development of lifelong learners equipped with the language skills necessary for success in an increasingly interconnected world.

At Wallop Primary School, the impact of our English curriculum will be seen through:

- **School Internal Monitoring:**
  - Learning walks and lesson observations
  - Book looks
  - Planning scrutinies
  - Pupil conferencing
- **Internal Moderation** - As part of continuing professional development, moderation regularly takes place in phases and by subject leaders.
- **Cluster Moderation** - We take part in regular moderation with local schools.
- **Pupil Progress Meetings** - We closely monitor focus children to ensure rapid progress.