St Anne (Stanley) CE School

English Policy 2026

Curriculum Vision

At St Anne (Stanley) CE Primary School, our school vision is to provide our children and families with a safe, welcoming and inclusive environment where they are valued and can flourish. With God's guidance, we all come together to learn in a loving Christian community, where we strive for our children to become well-prepared and confident members of our school, church parish and the wider community.

Our curriculum vision for English reflects this aim to be prepared for life and learning. Through our learning and teaching in English, we develop children's ability as assured speakers, readers and writers, who are confident in using these skills across the wider curriculum throughout their school career and in later life. Consequently, we strive to develop a love of language, vocabulary, writing and a passion for reading. A systematic programme of teaching and learning ensures that each child reach their potential in speaking and listening, reading and writing. As a school, we strive to ensure that work in speaking and listening, reading and writing is fully integrated. Our aim is for all children to learn to speak confidently and listen to what others have to say; read and write independently and with enthusiasm; use ambitious and accurate language to explore their own experiences and imaginary worlds.

Reading is central to our curriculum vision for English and we strive to ensure that all children will become successful, accurate and fluent readers by the end of Key Stage Two. We believe this is achievable through a combination of strong, high quality, discrete phonics teaching; whole class shared reading to develop vocabulary and language comprehension; and developing reading accuracy, fluency and comprehension skills through independent reading practice, guided reading and whole class sessions. We also promote reading as a constant in pupils lives; we encourage children read both at school and at home and see reading as inspiring and pleasurable. All of this helps to promote an authentic 'Reading for Pleasure' culture, which we constantly promote.

1. Intent

Our English Curriculum at St Anne (Stanley) is an inspiring, inclusive and encompassing subject which is underpinned by our school values. We want all of our children to engage in a curriculum that supports the development of children's creativity, imagination and expression. Reading, writing and the development of vocabulary are key to this process. We aim to ensure that children can read, write and speak accurately and confidently, expressing themselves with increasing assuredness, as they develop these key life skills.

Reading

It is essential that, by the end of their primary education, all pupils can read fluently, with assuredness and across the whole school curriculum, continuing to develop these skills throughout their secondary school career and beyond. To ensure this, we provide all children with structured, targeted and varied reading experiences, developing their accuracy and skills in reading. We provide opportunities for children to read in every subject, using their acquired skills to effectively seek out, read, understand and use information to broaden their knowledge. We promote opportunities for pupils to discuss their reading with others and re-read texts to help build their reading fluency and stamina. We use this premise of reading being the key to learning, to shape our wider curriculum and our ethos of 'Reading for Pleasure'.

Our carefully structured phonics program enables children to progressively decode texts and become confident readers, who carefully consider and understand what they read.

> ***'Phonics provides pupils with the building blocks they need to read fluently and confidently, as well as aiding future learning and giving them the tools they need to express themselves.'***
> *Nick Gibb, Schools Standards Minister 2018)*

It is these 'building blocks' that we instil within our pupils throughout EYFS and KS1, building on these essential reading skills, throughout KS2, with wider and progressively challenging reading experiences. As pupils move through EYFS and KS1, we engage them in daily phonics lessons, which are carefully targeted and structured to help develop children's grasp of phonic sounds and blends, as well as contextualising the words they then read. Children are taught these sounds and blends in groups, according to the phonic learning stage they are at and, when confident in their recognition and use of them, are given opportunities to write the words independently, both in isolation and in sentences. This integrated approach is crucial to the development of our younger pupils as confident and accurate readers. It ensures that they can use the patterns they recognise to help them develop their learning further, as they explore increasingly more challenging phonic blends and increasingly challenging words. As children progress with their phonic and word recognition in this way, we encourage them to practise writing the sounds and words they learn, using them to create sentences to express themselves in their own sentences and eventually their own written compositions. We believe that this bridge between their phonic recognition and reading skills and the ability they develop to use this in their own writing, helps them understand the purpose of reading and writing, as well as empowering them as confident communicators.

> ***'The ability to read is the key to educational achievement. Without a basic foundation in literacy, children cannot gain access to a rich and diverse curriculum. Poor literacy limits opportunities not only at school, but throughout life, both economically and in terms of a wider enjoyment and appreciation of the written word.'***
> *Education and Skills Committee*

Therefore, in St Anne (Stanley) we belief that all children should get the best teaching possible in this crucial area so we will deliver the important skills and knowledge of phonics through a combination of strong, high quality, discrete phonics teaching combined with a whole language approach which will ensure all children achieve and succeed to their highest potential.

> ***'I don't believe in the kind of magic in my books. But I do believe something very magical can happen when you read a good book.'***
> *J.K. Rowling*

The variety of quality texts our children experience encourages a breadth of reading experiences and a love of reading that, we believe, will inspire them throughout their life. We constantly encourage this love of reading through our 'Reading for Pleasure' approach. We provide carefully considered and quality texts in our curriculum English provision, as well as surrounding children with a variety of high quality reading experiences, both within school and at home. We encourage children to choose and to read a great variety of books in school, as well replicating this at home, by ensuring children enjoy decodable books, class library books and digital reading experiences at home. We constantly endeavour to develop our pupils' passion for books and reading.

Writing

Within our curriculum provision, we provide opportunities for children to write for real purpose and real audiences. We encourage them to consider the reason they are writing and impact of what they produce, through careful consideration of the language, structure and vocabulary they use, as well as the impact their writing has on their intended audience. Reading and the close study of how the texts they read are written are integral to this process. Children are taught to use the texts they read themselves as a way of role modelling their own writing.

> ***'If you don't have time to read, you don't have the time (or the tools) to write. Simple as that.'***
> *Stephen King*

Children practise writing using the four main purposes of writing to entertain, to inform, to persuade and to discuss, as they progress through the school. They are also taught and continually develop their editing techniques, to correct and improve their writing, with increasing independence as they move towards the end of KS2. Similar to our approach in reading, we also encourage the idea of writing for pleasure. Pupils are encouraged to make writing a daily habit and integral to expressing themselves in a variety of ways, such as reading and writing journals, diaries, practising early writing skills in 'choice activities' (EYFS and KS1), their own

notes about books in their reading records (throughout KS2), creative writing at school and for homework and creative writing competitions across all key stages. As with reading, children are encouraged to use writing to explore their feelings and ideas, in order to improve skills and develop a love of writing to express themselves.

> ***'You should write because you love the shape of stories and sentences and the creation of different words on a page. Writing comes from reading, and reading is the finest teacher of how to write.'***
> *Annie Proulx*

Children's writing is approached progressively, improving in its accuracy and clarity as pupils mature and develop their skills, but all writing at any progress level is celebrated and accomplishments are acknowledged. Children are encouraged to write challenging sentences, use challenging vocabulary and always to check their work for correct grammar and punctuation, appropriate to the stage of writing development they are at. They are systematically taught the various rules of spelling, punctuation and grammar, so they can structure their writing with increasing accuracy and complexity as they become more accomplished. Editing and redrafting are taught as essential in this process and children are encouraged to understand they may not always get it right first time.

> ***'Almost all good writing begins with terrible first efforts. You need to start somewhere.'***
> *Anne Lamott*

Writing is carefully modelled by staff. Children are surrounded in their classrooms with examples of quality writing stimulus and guidance displayed in a variety of forms to help them improve their own written work. The value of writing is continually promoted and celebrated. The joy of writing and creating something for an audience to read is embedded into pupil's learning, as is sharing their work with their peers or other audiences – both are used as important parts of this writing process. Through this approach, we help children develop an understanding of the power of being able to express themselves confidently and accurately through writing, as well as appreciate that this skill that will help them to succeed in school and throughout life.

> ***'You can make anything by writing.'***
> *C.S. Lewis*

The DfE Writing Framework(2-25) provides additional aims to:

- Develop fluent, confident writers who can write effectively for a range of audiences and purposes.
- Ensure explicit teaching of writing skills through carefully sequenced units of work.
- Build children's knowledge of vocabulary, grammar and text structures through high-quality texts and rich curriculum experiences.
- Support pupils in developing stamina, independence and enjoyment in writing.
- Provide appropriate scaffolding and challenge so that all learners, including those with SEND and disadvantaged pupils, can achieve success.

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Vocabulary

We understand the importance of children developing excellent communication skills and we envelop them with a rich vocabulary within their school experiences, which they can then use to develop their oracy, reading and writing. Children are constantly encouraged to describe their thoughts, opinions and experiences, so as to practise their speaking and listening skills. All pupils are given opportunities to develop a wider vocabulary, introducing new words within each class weekly, focusing on their meanings and usage, so as to broaden children knowledge of words, definitions and how to use them effectively. Recognition of these words both verbally and in their written work is encouraged, recognised and commended. Key vocabulary for English and all other subjects is advertised on subject / topic displays and this vocabulary is referred to and celebrated within teaching and learning, wherever possible.

> ***'Words play an enormous part in our lives and are therefore deserving of the closest study.'***
> *Aldous Huxley*

We teach children to communicate clearly, confidently and effectively, carefully considering the meaning and impact of the words they say to others, as well as recognising the importance of and improving their own listening

skills. Opportunities are organised for all children to verbally contribute in lessons, in small groups and with partners, in order to practise and improve their abilities as communicators. We encourage children to become good speakers and listeners, who feel confident and capable when expressing opinions, information, their feelings and ideas to a variety of audiences and for different purposes. We nurture a love of words and help children to become increasingly ambitious in their use of words, building a solid and varied vocabulary that enables them to use language with increasing precision, in all situations. Within our teaching, teachers emphasise and model new, adventurous and relevant vocabulary to support current learning.

> ***'Your understanding of what you read and hear is, to a very large degree, determined by your vocabulary, so improve your vocabulary daily.'***
> *Winston Churchill*

Aims of subject

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a solid grasp of decoding and reading text, a strong command of the spoken and written word, whilst developing their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

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

Spoken Language and Oracy

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Therefore, we ensure that our spoken language provision is integral in all aspects of our English teaching and learning, as it underpins the development of reading and writing.

The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Language is carefully and accurately modelled by staff and appropriate and varied uses of vocabulary and language are encouraged. Children have a great many opportunities to describe, explain and discuss their observations and opinions, constantly being exposed to new and challenging vocabulary to improve their own. Through regular 'Shared Reading' and 'Guided Reading', children hear, explore and model how language is used to communicate, illustrate and entertain. Our teachers ensure that the continual development of pupils' confidence and competence in spoken language and listening skills, is of paramount importance and integral to daily teaching and learning. In this way, we help our children develop their potential as successful orators, thinkers and citizens.

> *'**If you can't communicate and talk to other people and get across your ideas, you're giving up your potential.'***
> *Warren Buffet*

By giving our pupils lots of opportunities to speak and express themselves, we aim to help them develop a capacity to explain their understanding of books and other literature. We help them to prepare their ideas before

they write, which we develop through the 'Analyse and Initiate' stage of our writing approach. By teaching children how to check, clarify and edit their ideas orally, staff assist pupils in making their thoughts clear to themselves, as well as to others We help pupils develop secure verbal skills, by using discussion to explore and reshape their misconceptions. Pupils are also be taught the conventions for discussion and debate, with partners, in groups and with the whole class.

Through drama and other immersive experiences, children are given the opportunity to explore ideas, situations, emotions and concepts in both practical and verbal exchanges with other pupils. They practise their skills in adopting, creating and sustaining different roles, improvising and responding thoughtfully and appropriately to others, also in role. They also explore scripted drama and the performance of it, as well as devising and scripting their drama for themselves and others, to hone the skills and develop their confidence in performing to a range of audiences. Through the 'publishing stage', pupils understand the value of rehearsing, refining and sharing their own drama, as well as experiencing, enjoying and responding thoughtfully to drama and theatre performances by others.

Refined Approach to Oracy

In line with the increased national emphasis on oracy, our school recognises that spoken language underpins success in reading, writing and learning across the curriculum. We are committed to providing pupils with regular opportunities to develop their speaking and listening skills through purposeful discussion, vocabulary-rich interactions, oral rehearsal, presentation, debate and collaborative learning. Teachers will explicitly teach the skills required for effective communication, including active listening, turn-taking, questioning, reasoning and audience awareness. Oracy is embedded throughout our English curriculum and across all subjects, enabling pupils to articulate ideas clearly, develop their confidence, deepen their understanding and become effective and confident communicators, who are well prepared for future education, increasingly complex oral interactions in the future and life beyond primary school.

Reading

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

- word reading
- comprehension (both listening and reading).

At St Anne (Stanley) teaching focuses on developing pupils' competence in both dimensions. Our skilled word reading programme, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics is emphasised in our early teaching of reading to beginners (i.e. unskilled readers) when they start St. Anne's.

At St Anne (Stanley) CE Primary School we aim to ensure that all children become successful, fluent readers by the end of Key Stage One and believe this is achievable through a combination of strong, high quality, discrete phonics teaching combined with a whole language approach that promotes a 'Reading for Pleasure' culture.

At St Anne (Stanley) we recognise that Phonics teaching is the basis of ensuring that; 'Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects'.(DfE (September 2013) *The National Curriculum in England (Framework Document),* p10. London: DfE, © Crown Copyright 2013.)

For further information on our phonic approach, see the school 'Phonics Policy'.

Pupils in KS2 take part in guided reading, shared reading, practising their reading at home, digital reading practice and independent reading activities, in order to help develop their decoding skills and improve reading fluency. As they become more fluent, we ensure that children develop their comprehension skills, so as to fully

understand what they read and consider meanings and themes present in the text. Good comprehension skills depend not only on linguistic knowledge, particularly in vocabulary and grammar, but also on children's developing knowledge of the world. Comprehension skills at St Anne (Stanley) are developed through pupils' experience of high-quality discussion with the teacher during, as well as from reading and discussing a range of stories, poems and non-fiction during writing lessons, Guided Reading and Shared Reading Experiences. We encourage pupils to read widely across both fiction and non-fiction to develop their knowledge of themselves, their interests and the world in which they live. This helps to establish an appreciation and love of reading, and to gain knowledge across the curriculum. At St Anne (Stanley) we read a range of fiction and non-fiction that supports learning across the curriculum.

Our Guided Reading sessions are experienced by all children within smaller groups and enable us to improve children's decoding skills, whilst developing their comprehension skills. Teachers use targeted questions about the text, reading texts in planned instalments, taking time to analyse and reflect upon what children read. Whilst including schematic guided reading resources and class study readers in our Guided Reading sessions, we also use a qualitative text approach in our curriculum English lessons, using high quality fiction, non-fiction, poetry and drama scripts to support children's understanding, reading develop and reading experiences. Children read decodable books that help to develop their phonic understanding, gradually increasing and guiding their reading progress. They take these books home to practice every night, along with a class library book, which they read for pleasure, as well as to continue practising their reading skills. We also provide these class library books to help widen children's reading experiences, through offering a wide range of authors, titles, genres and styles of text.

Reading widely and often helps to increase pupils' vocabulary (which we promote constantly in our school), because they encounter words they would rarely hear or use in everyday speech. We use this immersion in a broad range of reading experiences to improve children knowledge and skills, but also to expand their aspirations in terms of reading and their life generally. Reading feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. Alongside phonics and decoding skills, we promote all of these aspects of learning in our reading provision, to help children improve their skills in reading, but also to develop their love of reading and books, so they become life-long readers.

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

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

We aim to ensure that the teaching of writing develops pupils' abilities in both of these dimensions. We also teach our children how to plan, revise and evaluate their writing. These aspects are incorporated into the programmes of study for composition and children at St Anne's are encouraged to think carefully about audience and purpose, before sharing and discussing their ideas. Our children are taught how to be effective in their transcription, writing down their ideas carefully and fluently. They practise spelling quickly and accurately in their writing, using their knowledge of the relationship between sounds and letters (phonics), understanding the morphology (word structure) and orthography (spelling structure) of words. All of these aspects are taught alongside reading, through EYFS and KS1 and developed further in KS2, to help children understand the relationship between what they read and how it can help them become better writers. We ensure children understand that effective composition involves forming, articulating and communicating ideas, and then organising them coherently for the reader, whilst shaping this writing towards the intended purpose they have in mind. This all requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar, all of which are emphasised to pupils as they practise these skills.

Writing also depends on fluent, legible and, eventually, speedy handwriting. Our pupils are taught handwriting skills through their early years. They are provided with daily opportunities to practise their emergent writing, being taught how to form letters carefully and accurately, through teacher modelling and using different writing material. As they move into KS1, they are encouraged to develop a neat pre-cursive style, writing carefully, with uniform letter sizes and spacing. Once writing becomes more accomplished, they are taught how to join letters and write in a cursive style, as they approach KS2. They are continually required to practise and improve their handwriting throughout their time in KS2, learning how to produce a neat and cursive style. Later in KS2, children are taught how to develop their own neat, legible and increasingly mature handwriting style, through schematic

programmes of practise, as well as opportunities for redrafting their writing to publish it for different audiences. In all of these stages, teachers instruct, assess and review children's handwriting, giving appropriate support.

In order to promote and help develop good handwriting, we teach our children to:

- Sit in a comfortable and upright position to facilitate neat writing.
- Grip their pen or pencil correctly.
- Form letters using the conventional direction and flow.
- Ensure spacing between words is correct (a finger space for early writers and a letter space later on).
- Use upright lettering early on, but later in KS2, the slant of letters should be in the same direction.
- Position letters on the line, with correct ascender and descender heights.
- Use an appropriate size of writing (according to task).
- Keep an even and appropriate proportion in letters.
- Correct (wherever possible) orientation difficulties.
- Adapt their seating and writing position and style where needed, if left-handed.
- Maintain their writing legibility when writing at speed.

Addition to the English Policy: Implementation of the DfE Writing Framework (2025)

In line with the **Department for Education's Writing Framework (2025)**, our approach to teaching writing has been refined to reflect the latest evidence-based guidance on how children learn to write effectively. The framework promotes a clear, systematic approach that prioritises transcription (handwriting and spelling), sentence construction, oral language and composition, enabling children to become fluent, confident and successful writers.

Key Principles

The Writing Framework recognises that writing is a complex process which places significant demands on pupils' working memory. Therefore, writing will be taught through carefully sequenced instruction that develops knowledge, skills and independence over time. It focuses on writing shorter, more grammatically accurate pieces to rehearse acquired writing skills, to help our young writers produce higher quality writing.

Main Changes to Practice

1. Increased Emphasis on Transcription

- Handwriting and spelling will be taught explicitly from Reception onwards.
- Automaticity in handwriting and spelling will be prioritised to free pupils' cognitive capacity for composition.
- Daily opportunities to practise and apply transcription skills will be embedded across the curriculum.

2. Spoken Language as the Foundation for Writing

- Oral rehearsal, structured discussion, storytelling and vocabulary development will form an integral part of writing lessons.
- Pupils will be encouraged to verbalise sentences before writing them.
- Teachers will provide regular opportunities for language-rich learning experiences that support writing development.

3. Greater Focus on Sentence-Level Instruction

- Explicit teaching of sentence construction will be a central feature of writing lessons.

- Grammar and punctuation will be taught within meaningful writing contexts rather than in isolation.
- Pupils will develop increasing control over sentence structures to communicate meaning effectively.

4. Quality Over Quantity

- The quality, accuracy and effectiveness of writing will be valued above the volume produced.
- Pupils will not be expected to write extensively before they have secured the necessary foundations in transcription and sentence construction.
- Teachers will ensure that expectations remain ambitious whilst being developmentally appropriate.

5. A Clear Writing Process

Writing will be taught through a structured process that includes:

- Understanding audience and purpose
- Oral rehearsal and planning
- Drafting
- Revising content
- Editing for accuracy and effectiveness
- Publishing and sharing outcomes

Pupils will be taught that writing is a process of continual improvement rather than a single finished product.

6. Early Identification and Support

- Teachers will identify pupils who require additional support as early as possible.
- Appropriate scaffolds, adaptations and interventions will be used to ensure all pupils can access the writing curriculum.
- SEND pupils and those who experience difficulties with writing will receive targeted support tailored to their needs.

7. Writing Across the Curriculum

- Opportunities for purposeful writing will be planned across all subjects.
- Subject-specific vocabulary, knowledge and text structures will be explicitly taught.
- Pupils will apply their writing skills in a range of authentic contexts and for a variety of audiences.

Leadership and Monitoring

The English Lead and other school leaders will ensure:

- A coherent and progressive writing curriculum from Reception to Year 6.
- Consistent approaches to the teaching of writing across the school.
- High-quality professional development for staff.
- Regular monitoring, moderation and assessment to inform future teaching and improve outcomes for all pupils.

Intended Impact

Through the successful implementation of the DfE Writing Framework, pupils will:

- Develop fluent handwriting and secure spelling knowledge.

- Write with increasing confidence, accuracy and independence.
- Apply a broad and ambitious vocabulary.
- Adapt their writing for different purposes and audiences.
- Demonstrate resilience throughout the writing process.
- Leave primary school as capable, enthusiastic and effective writers, fully prepared for the demands of secondary education.

Vocabulary Acquisition

Vocabulary in a crucial feature and a specific focus for us in our teaching of writing. We ensure that opportunities for teachers to enhance our pupils' vocabulary emerge from both their reading and writing. As our children's vocabulary improves and their 'vocabulary bank' increases, our teachers demonstrate to pupils how to understand the relationships between words, nuances in meaning and how to develop their understanding of, and ability to use, figurative language. Pupils are shown how to work out and clarify the meanings of unknown words and words with more than one meaning. Children are taught how to use dictionaries for spellings and definitions, as well as using a thesaurus for synonyms and antonyms. These tools are readily available in every class, so children can increasingly use them as a normal aid to their English tasks and learning. This familiarity and continual search for new vocabulary, the use of it and the focus on and celebration of it in class, on a daily basis, encourages our children to become more accomplished speakers, readers and writers, as they develop an ever-growing grasp of a variety of language and words.

Our pupils are taught to carefully consider and control their speaking and writing consciously and to use Standard English in their written work. They are taught to recognise the conventions of Standard English, its purpose and importance, as well as how it is achieved in their own writing. Children are taught and then practise the use of the formal and informal voice in writing and how to organise and punctuate their writing correctly using the appropriate vocabulary they need. They learn the correct grammatical terms in English and these terms are integrated within all teaching, in all subjects. Throughout KS1 and KS2, grammar is taught within daily reading and writing sessions. It is also taught discreetly, where necessary, to practise and revise particular grammatical skills. We help our children to develop an understanding of how sentences and writing are structured, the relationship between word classes and how language, vocabulary and the use of particular words in sentences can be used for a variety of effects. Our children are encouraged to be aspirational and adventurous writers, using language and vocabulary to express themselves accurately, powerfully and creatively.

School Values

In St Anne (Stanley) we aim to provide a caring, happy and safe environment in which the school values of Honesty, Friendship, Understanding, Hope, Confidence and Family are upheld and embedded across the curriculum.

This means that in Phonics and Early Reading:

- We support each and every child to become confident in their ability to use phonics as a method of reading and writing.
- We teach them to understand the importance of Phonics as a basis for their reading and writing skills.
- We give them hope to strive for the best they can be and attain to their highest achievements.
- We work together with family and friends to ensure we understand what we need to do to become confident, enthusiastic readers and writers.

This means that in Reading:

- We discuss our reading and our preferences with our friends and families.
- We read regularly and challenge ourselves to help build our self-confidence.
- We understand the importance of reading and read regularly for our own pleasure.
- We improve our reading in the hope that it will help us continue to learn throughout our lives.
- We develop a greater understanding of each other and the wider world through our reading.
- We read a variety of text types to widen our understanding in all subjects.
- We read with our family, sharing the delight of books and develop a love of reading in our homes.

This means that in Writing:

- We write regularly and challenge ourselves to help build our self-confidence
- We share, read aloud and discuss our writing and our successes with our friends.
- We show our understanding of the wider world through our writing.
- We express ourselves clearly, so others will understand us.
- We write carefully, neatly and accurately, showing confidence and pride in our work.
- We write for different audiences and share our writing with friends and family.

This means that in Speaking and Listening:

- We speak confidently and clearly to our audiences.
- We understand how important it is to speak clearly and accurately to convey the correct message.
- We express honest opinions, discuss issues sensibly and listen carefully to others.
- We practise our speaking and our listening skills with our families, when we are at home.
- We learn how to speak kindly and considerately to our friends, family and all other people.
- We understand that as good communicators, we can hopefully be good friends and citizens.

Cultural capital

'The ability to read is the key to educational achievement. Without a basic foundation in literacy, children cannot gain access to a rich and diverse curriculum. Poor literacy limits opportunities not only at school, but throughout life, both economically and in terms of a wider enjoyment and appreciation of the written word'.
(Education and Skills Committee)

At St. Anne's, we strive to prepare our children for educational success and an understanding of how to become educated citizens. To achieve this, we believe that all our children should get the best teaching possible in reading, so we will deliver the important skills and knowledge of phonics through a combination of strong, high quality, discrete phonics teaching combined with a whole language approach. This ensures that all of our pupils achieve and succeed to their highest potential. We ensure they read from a variety of sources, across all subjects, so they develop a greater awareness of the diversity and rich fabric of our society. We make sure that their school experiences are varied, valuable and inspiring, creating a wealth of opportunities to read about, study, write about and discuss their school, their local area and the wider world within which they live. We promote these aspects of learning throughout our curriculum and use children's learning in all aspects of English, to ensure they have every advantage in their future learning and success.

2. Implementation

High quality teaching and learning

Our English teaching, reflects all of our teaching and is aimed at the highest of standards, ensuring that quality preparation, resources, activities and delivery are paramount. Staff take part in regular training for the subject, ensuring they reflect upon their own knowledge, skills and approaches, in order to improve their teaching and the progress of pupils. Staff are aware of and strive to model the highest standards in their own spoken and written English, in order to promote the same standards in pupils. All of these aspects of English practice within school, are monitored and reviewed by the Subject Leader and the SLT.

Planning and sequencing

Daily, weekly, termly planning for English are carefully considered and prepared, ensuring that previous knowledge and required objectives lead planned activities. Planning is carefully mapped out and regularly reviewed by staff, who provide stimulating and interesting activities for all types of learners, of all abilities within their cohort. Planning and lessons are reviewed during and after delivery, as well as being monitored by the Subject Lead and SLT.

Early Reading

Our approach to teaching reading is based upon a carefully structured programme tasks and learning activities that systematically build skills and knowledge. Some are continual and progress en mass, whereas some are designed to sequentially develop progress. Our phonics program is the foundation of our teaching of reading and our children in infants receive daily phonics lessons, which sequentially build their knowledge of sounds and blends, towards an understanding of how they build words. Through our use of Read Write Inc, we aim to ensure children are fluent, accurate and independent readers, by the time they reach KS2. Our immersion of our young children to sounds, blends and words is evident in their classrooms, where displays reflect the phonic learning they have, are and will learn. It is integral to all learning in these phases and is part of the constant dialogue between teachers and pupils, as well as pupils and pupils.

> ***'Reading is the inhale, writing is the exhale'***
> *Justine Musk*

Phonics Planning and sequencing

Reading

We begin by teaching the children set 1 sounds. Children can start blending sounds into words as soon as they know a small group of letters well. Once the children have been taught the first 5 sounds (m, a, s, d, t), they are then taught assisted blending using the sounds that they know. During lessons children are taught to hear sounds and blend them together in sequence to make a word. We start with blending oral sounds, then progress to reading the letters and blending them together to read the word.

Order of teaching sounds

In Read Write Inc. phonics the individual sounds are called 'speed sounds' – because we want your child to read them effortlessly. Set 1 sounds are the single letter sounds and set 1 special friend sounds. They are taught in the following order;

m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk.

There are 12 Set 2 'speed sounds' that are made up of two or three letters which represent just one sound, e.g. **ay** as in play, **ee** as in tree and **igh** as in high. These are 'special friend' sounds.

When children are taught Set 2 sounds they will learn:

- a simple picture prompt linked to the sound
- a short phrase to say e.g. may I play
- the letters that represent a sound (special friends) e.g. <u>ay</u>

Each sound has a list of green words linked to it, so that the children have the opportunity to sound out and blend words containing the new sound they have been taught, for example, s-p-r-<u>ay</u> = spray.

When learning Set 3 speed sounds the children will be taught alternative sounds/graphemes, e.g. ee as in tree and ea as in tea.

Nonsense words (Alien words)

As children build up their knowledge of sounds they are able to apply their decoding skills to any unfamiliar word, whether it be real or nonsense. During lessons each day children will practice their decoding skills by sounding out nonsense words. Children are unable to rely on existing knowledge of real words, and instead have to use their letter-sound knowledge. **This is an important part of the Phonics Screening Check that the children complete at the end of year 1.**

Learning to blend and Ditty Books

As soon as children have been taught a few initial letter sounds they begin to learn to blend the sounds together to read real words in a Word Time session. Each word time session involves oral blending of known sounds before they are shown the words written down on green cards. Children practice Fred talking the words until they become able to read them on sight. Ditty lessons follow on from this where children who are becoming excellent at reading single words are introduced to reading short sentences. Once children are confident reading the short sentences they are challenged to use their developing phonic knowledge to write a sentence.

Storybook Lessons

After ditty books, the next stage is storybooks. These books are closely matched to their developing phonic knowledge. The storybooks consist of green words linked to the sounds that they have been learning, red words and challenge words to extend the children's vocabulary. After children have practiced these words individually they are prepared to see them in context in the story. Comprehension activities, partner discussion and writing activities based on the book, follow on from reading.

Reading into writing

Each story book follows a three, or five-day plan.

Writing activities include;

- 'Hold a sentence' which encourages the children to remember a whole sentence while focusing on spelling and punctuation
- 'Build a sentence' which gives the children the opportunity to create their own sentence to that shows the meaning of a word
- 'Edit a sentence' which allows the children to critique a sentence using their knowledge of spelling, punctuation and grammar.

Children then complete a longer piece of independent writing, which gives them the opportunity to show off their creativity and to practice their spelling, grammar and punctuation.

Reading

In St Anne (Stanley) we follow a high-quality text based approach to the teaching of reading and writing. Many strategies are used within this approach to maintain high standards of learning and progress.

Whole Class Shared Reading

- Model fluency
- Develop vocabulary
- Develop language comprehension
- Model reading for pleasure
- Expose children to a range of poetry, fiction and non-fiction.
- Questions linked to content domains and comprehension.

Guided Reading (For Y2+) once pupils have completed the phonics programme.

- Instructional level texts.

- Teacher led guided reading.
- Developing reading skills and strategies.
- Skimming and scanning.
- Targeted questions
- Reciprocal Reading encouraged, self-regulated learners.
- Paired work.

Reading Practice

- Independent Reading using levelled decodable texts.
- Daily use of Reading Plus for Years 3-6.
- Daily use of Lexia for Y2/3
- Daily reading practice in RWInc sessions.
- Independent Reading opportunities in Guided Reading (Pre-reading)

One-to-One and Small Group Reading

- Support for the bottom 20%
- Targeted support.
- Focus on decoding and reading fluency.
- Read Write Inc interventions, for pupils who are struggling with phonics.

Writing

Our teaching of writing is based on a range of approaches and activities to maintain high levels of leaning and progress. It is strategically sequenced to ensure children fully understand their learning and objectives. In short, children have an immersive experience, followed by read, respond, analyse and initiate tasks. After this, they have the opportunity to write, edit and publish. Within each of these aspects, there are various activity types, to facilitate their growing knowledge and skills.

Sequence of learning:

Immersive experience

- Drama
- Films and video experiences
- Predictions
- Discussion
- Philosophy for Children
- Book Hooks
- Immersing the children into the world of literature and each anchor text.

Read and Respond

- Comprehension to aid content
- Sequencing events
- Inferences
- Retrieving details stated and facts.
- Stylistic aspects and authorial intent
- Background knowledge and context

Analyse and initiate

- Features of the text
- Composition
- Vocabulary, grammar, spelling and punctuation.

- Opportunities to apply CGPS into sentences.
- Word level features
- Text level features and structure.
- Sentence level features.
- Literary devices

Write

- Modelling through quality text
- Modelling through teacher
- Shared Writing
- Group Writing
- Modelling through peers
- Planning
- Drafting

Edit and Publish

- Editing against year group objectives.
- Reading and Re-reading
- Proofreading and self editing
- Re-drafting
- Peer reading and reviewing
- Publishing through technology
- Writing for an audience and real purpose.
- Performance

Homework

- Decodable books are sent home for children to practise their independent reading.
- Class library books are sent home to practise reading skill and also to develop reading for pleasure.
- Further reading fluency is gained through pupils using Reading Plus and Lexia (monitored resources) at home, for which children have their own logins.
- English homework is completed weekly, either on paper, or by using digital resources.
- Online homework is delivered through a variety of digital platforms, such as Google Classroom, Education City and BBC Bitesize, to help practise the skills pupils learn during the week.
- Paper-based homework home is linked to grammar, reading and comprehension skills taught during the week.
- Projects involving specific writing, reading, researching or discussion are issued, within all subjects, including English.

Progression maps (also see progression map for phonics)

- Progression in Phonics (Appendix 1)
- Progression in Reading (Appendix 2)
- Progression in Writing (Appendix 3)
- Progression in Vocabulary, Punctuation and Grammar (Appendix 4)
- Progression in Spelling (Appendix 5)

Opportunities to develop subject specific literacy – oracy and vocabulary:

There are many opportunities of this type across our English curriculum, including:

- ‘Word of the Week’, defined, discussed and used within English lessons..
- The application of the ‘Words of the Week’ in writing and discussion across all subjects.
- Immersive experiences to develop oracy within the initial stages of studying a new focus text.

- Publishing written pieces to showcase to various audiences.
- Publishing with a focus on reading or dramatic performance, to further develop oracy.
- We focus in the 'analyse and initiate' phase to explore word level features (Tier 2 and Tier 3)
- Defining and then using subject specific vocabulary taken from learning across the curriculum and a range of high-quality texts.

Progress: Knowing more and remembering more

The teaching sequence will ensure children embed knowledge and understanding. Teachers are aware of prior years' learning and will build upon this while introducing new concepts. The cycle of immersive experience; analyse and initiate; read and respond; write; edit and publish are part of the teaching sequence. Children are given the opportunity to deepen their knowledge, building confidence and understanding. They develop as self-regulated learners by comparing within texts and across texts. They develop knowledge of themes and conventions. Knowledge developed from reading across a range of non-fiction text. Broadening experiences of people and experiences that are unfamiliar to the children. They spend time sharing experiences and linking to their own lives and exploring emotional responses with others. All of this learning is also revisited and reflected upon through discussions, assessment tasks, quizzes and other activities that help revise and embed children's knowledge. More recently, we have also adopted many of the strategies in the 'Are You Really a Reader?' programme, in order to further improve our teaching strategies and pupils' ability to remember and internalise reading and to further aid the writing process.

Developing links across the curriculum:

One of the key aims within our English teaching is to ensure that we constantly use opportunities in all subject areas of our curriculum, to develop children's wider and fuller understanding of it and how it permeates all areas of learning. We use reading in other subjects as central strategy in this, as well as pre-reading, research and vocabulary exercises. Children are provided with books that focus on particular topics being studied and are taught to read strategically to scan, locate and extract targeted information, using various strategies.

Pupils are given opportunities to read information and texts is different forms to the more regular prose, no-fiction or poetry forms read in curriculum English lessons, for example, reading graphs, tables and data, or understanding instructions in science, DT and computer lessons. Similarly, the creating of their own graphs, tables, charts, designs and instructions requires them to apply their acquired writing skills carefully and accurately. In geography and history, maps, graphs, tables and timelines are studied to help children expand their reading experiences and understanding of how text can be set out in different formats. In maths, children look at charts, graphs and worded problems, where words are used more frequently and require specific information to be accessed and understood to complete tasks. In RE and PSHE, stories, concepts and human experiences are explored, where children are required to express their own thoughts and feelings about the ideas they encounter, or even respond verbally when reflected on the issues explored. In music lessons and art lessons, pupils are encouraged to express their responses and describe their thoughts and feelings when listening to music and observing artworks, using carefully considered and structure verbal and written descriptions.

The use of spoken and written English is emphasised across all curriculum areas, as requiring consistency and adherence to the specific rules of grammar, clarity in sentence structure and using correct and ambitious vocabulary. Standards in handwriting and presentation are also consistent with standards expected in English lessons. As with curriculum English activities, children are expected to maintain the same high standards with their approach to planning, composing, writing, editing and redrafting work in all other subject areas, so as to consistently reflect their highest standards in all of their work.

Challenging Children:

Opportunities for children to be challenged and to deepen their understanding further are incorporated into our learning provision. Whilst all children are challenged appropriately within their English lessons as normal practice, specific challenge tasks are designed including challenge games, problem solving clubs and workshops where specific aspects of English are explored and developed at a higher level. Teachers work with the English Subject Leader to identify children who would benefit from additional challenges and those pupils are given

opportunities to receive further tasks, challenges and teaching support to further their understanding at a this higher level. Groups that include our Writing Club, Scrapbooking, Reading Club and Reading Ambassadors are examples of opportunities where children can take part in activities to extend further their learning and interest in particular aspects of English.

Assessment and Moderation:

We use assessment as an integral part of our teaching and learning and it is a continuous and cyclical process. Our assessments inform our planning and teaching of learning tasks, which are then assessed after completion. It is the responsibility of the class teacher to assess all pupils in their class. We systematically and regularly assess and monitor children's progress in English, using observation, pupil discussion and questioning, detailed and positive marking techniques, half termly and termly testing, as well as regular progress tracking in reading, writing, spelling, grammar and punctuation. This information in gathered, reviewed, analysed and then used to shape further teaching and support for all children, taking care to provide appropriate further learning, that is carefully targeted to support the needs of individual pupils as indicated by these assessments. This data is analysed by teachers, the SLT, the Headteacher and the Intervention Leader, who all help identify specific pupils whose progress indicate the need for further support in any particular area of English

Whole school formal assessment takes place at the end of each term. Results, alongside teacher assessment, are used to inform planning for interventions. As we are aware of the importance of validating our assessments through discussion and review, termly year group meetings are used to moderate teacher judgements against agreed criteria. All staff are involved in this, within year group clusters (for example, y1 and Y2, Y3 and Y4).

Monitoring and Evaluation:

Monitoring is a very important aspect of our assessment cycle, as it allows teachers and leaders to have an accurate understating of pupils performance. Our monitoring exercises are undertaken across the year and include; 'book looks', lesson observations, lesson drop-ins, learning walks, pupil interviews and moderation meetings. These aspects are undertaken termly and are focused upon a particular area of the English curriculum or our required English provision. The English Lead coordinates and oversees these aspects, in conjunction with the Head, gathering and recording the findings. These findings are analysed and compared with pupil targets, learning progress, curriculum coverage and policy requirements, before being reported to the Head, governors and the relevant staff. Further learning targets, directed pupil support, teaching and curriculum directives and new initiatives to drive further improvements in English provision, are all derived from these findings.

Learning environment

At St. Anne's, we pride ourselves in creative a stimulating, exciting, colourful and inspiring environment throughout the school. Our communal areas reflect English work and other topics studied, ensuring children's work is showcased and celebrated. Corridors are neat and well organised, remaining uncluttered and are mindful of children's health and safety, through the use of clearly and appropriately worded posters showing instructions, warnings and reminders. Displays outside classrooms are carefully presented, using quality materials and with clear and effective labelling. The interaction our children have with displays is facilitated by accurate and informative descriptions and captions, using a variety of letter types, to widen children's appreciation of the writing can be presented. The central library is carefully organised and book genre, subject and age appropriate text areas are clearly labelled. Wall murals, illustrations and displayed information help make the central School Library an attractive and desirable environment to spend time in. Our outdoor spaces are designed for purpose, utilise any limitations on our play spaces effectively and ensure children have a variety of written prompts and useful information, including grammar and spelling information to help remind them of their learning, as they play.

EYFS

In EYFS, learning environments are colourful, stimulating, informative and take into account the practical nature of much of the learning there. Activity areas are carefully labelled and work is displayed and the displays are rotated frequently, to show current learning and children's work and accomplishments. Phonic information and materials are displayed clearly to remind children of their phonic learning, whilst early words are displayed alongside pictorial representations of those words, in all areas to immerse pupils in early their vocabulary.

Reading and library areas are attractive, displaying a variety of different, colourful and high quality texts, to encourage interest in reading and books. Writing activity areas are carefully set out and planned, to allow pupils to experience a variety of writing implements, on different surfaces, helping to develop their fine motor skills.

KS1

Environments are increasingly full of the written word. Reading displays are colourful, carefully organised and attractive, so as to provide children with a stimulating reading environment, promoting the value of books and reading. Text types are even more varied and children have opportunity to browse through, read and share books, in a comfortable, furnished area, where the aesthetic and physical experience of choosing books, becomes even more complimentary to the texts on offer. Phonic information, posters and learning materials are displayed clearly to remind children of their phonic learning, whilst vocabulary is displayed clearly to provide a prompt for children's further learning in English. Writing materials are available for choice activities and displays are stimulating, reflecting the English, phonic and spelling work covered. Children's work is displayed attractively and their accomplishments in reading, writing and spelling are celebrated.

KS2

Classrooms are word, vocabulary and book full. Displays utilise labelling and advertising of current learning, vocabulary and other subject information. Children's work is displayed attractively and writing in particular is celebrated and showcased. Grammar, punctuation, spelling and vocabulary prompts are widely displayed and ideas to stimulate better writing are used throughout. Library areas and reading displays are carefully presented, with a variety of texts, both numerous and ability ordered. Prompts to promote the value of reading, genre types, advice on choosing books and book reviews by pupils are all evident. Libraries and reading areas promote 'Reading for Pleasure'.

Inclusion and SEND

**Also see SEND Policy*

At St. Anne's, we strive to ensure that all of our pupils understand that their cultural origins are valued and respected. At St Anne's. We implement an equal opportunities programme, where all backgrounds and lifestyles are celebrated and understood. Inclusion is paramount in everything we do.

St. Anne's is committed to:

- Opposing all forms of discrimination – individual and institutional, direct and indirect;
- Challenging all forms of discrimination about different groups in society;
- Translating good equal opportunities principles into all our policies and practice;
- The need to allow pupils to be able to work in their preferred learning styles for some of the time;
- Using materials for teaching which avoid stereo-typing, and bias, towards different groups in society;
- Maintaining and developing an inclusive culture where every individual feels valued and aspires to succeed.

Where children struggle to meet expected progress for their age, or have other specific needs to make this difficult, children are given classroom support, or support through out of class interventions if their needs are more extreme. Some children identified as having SEND may have intervention targets specifically relating to reading, speaking and listening, writing, spelling, or handwriting. These children will receive additional support in the form of resources and TA / teacher support, often outside the classroom, in smaller groups or one-to-one. These provisions are assessed and reviewed three times a year (see SEND/Inclusion policy).

- Analysis of English achievement is carried out termly, pupils who are slow moving or making little or no progress are discussed and plans made according to need and the required strategy.
- Pupils entitled to pupil premium are given additional English support and this is monitored for effectiveness termly.
- Pupils with EAL are given additional support in all aspects of English.
- Pupils who are gifted and talented receive additional support, differentiated curriculum and may be entered for Level 6 tests at the end of Key Stage Two.

- Pupils with SEND in English will have specific intervention provision planned and delivered by key staff
- Provisions are reviewed termly.

Reading

If children are struggling to progress in reading, interventions are put in place help support and accelerate this progress. According to their specific need, children might be given daily reading support in a group, or even on a one-to-one basis over a period of time to help address particular barriers to their learning. In KS2, if their phonic understanding has not progressed to the level required to adequately decode text at a junior level, they take part in phonic intervention group sessions to address this. Reading plus and Lexia are used as digital sources of reading support and children are assessed first, before being given reading activities and tasks to address any gaps in their reading skills and knowledge.

**Also see Phonics Policy*

Writing and handwriting

Children who are struggling to develop neat, legible and accurate handwriting are given support within class handwriting lessons, as well as in small group or one-to-one interventions, where an appropriate staff member provides close guidance, demonstration and monitoring of their handwriting development. Children are given pen grip-aids, angled ramp supports or even advice on how to further improve features of their handwriting style and presentation. If their grasp of letter formation is a particular problem, staff provide concentrated sessions on teaching letter formation and helping pupils practise their writing of individual letters and how to join them to other letters to form words. Support and interventions are continually reviewed and interventions are delivered in half-term blocks, dependent on pupil progress and attendance.

EAL

**Also see EAL Policy*

Children classed as EAL are monitored, assessed in terms of their English needs and given appropriate support, in order to ensure they can access the curriculum, as well as show good progress with their speaking and listening and comprehension of English, their reading, their writing and their grasp of vocabulary.

In terms of reading, writing and speaking and listening, our strategy for supporting EAL children includes:

- Ensuring that vocabulary includes the technical, as well as the everyday meanings of key words, metaphors and idioms.
- Displaying key vocabulary within the classroom and supplying EAL children with prompt cars / word books to support their growing vocabulary.
- Explaining how speaking and writing in English are structured for different purposes, across a range of subjects.
- Provide a range of reading materials (online and hard copy books) that highlight the different ways in which English is used.
- Encouraging children to transfer their knowledge skills and understanding from one language to another.
- Building on pupil's experiences of language at home and in the wider community, so that their developing use and grasp of English and other languages support one another.

SMSC / British values

At St Anne's, we ensure that we promote the spiritual, moral, social and cultural (SMSC) development of every child. As part of this important process, we actively promote the fundamental British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs

SMSC plays a significant part in a child's ability to learn and achieve. Reading and Writing are integral parts of the curriculum and it therefore makes a crucial contribution to the child's spiritual, moral, social and cultural development. All adults will model and promote expected behaviour during English lessons, treating everyone as a valuable individual and showing respect for children and their families. We discuss aspects of British culture, British society, equality, freedom and responsibility within these lessons, ensuring that children carefully consider themselves within these contexts. Children develop an understanding of the need for rules and the need to abide by them for the good of everyone. Our school and classroom rules reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate children's work and achievements in phonics. Through reading, writing and discussion, children are given many opportunities to experience and celebrate national, cultural events, collectively sharing in these experiences with peers and others from our school community, to develop their understanding of society, tradition and to help enrich their school experience.

Enrichment

At St. Anne's, we are committed to enriching children's experiences throughout their time in school with us. We believe that the wider the variety and the quality of their experiences, the more inspired and aspirational they become. We aim to do this in a variety of ways that broaden their experiences in reading, writing, speaking and listening.

We host visits from authors and illustrators, who speak to children about their publications and their work. This both engages and inspires children, broadening their experiences of reading and books and deepening their understanding of how they are created, whilst giving children a great opportunity to ask them questions.

Children are given tasks requiring them to write for a particular purpose and a real audience. These opportunities involve planning, drafting and producing pieces of work that are sent or exposed to an audience, for a specified reason, enabling children to consider the purpose, requirements, necessary style and effect the writing will have. Children write letters and emails to recipients both inside and outside school; they create posters and leaflets to be advertised for a range of real purposes; they write reports for a variety of readers; and they write stories for their class and peers, as well as other audiences.

Children are also invited to represent their class in various book-based clubs, such as Reading Ambassadors, Writing Club and Scrap-booking. Our Reading Ambassadors are representatives from individual classes, who meet regularly to discuss books, reading, class libraries, reading habits of their classmates and other book-based issues in our school, that they feel are of importance. They ask classmates about their reading choices, book recommendations and survey children with a view to suggesting improvements to our school library provision. Reading Ambassadors are also responsible for keeping the Central School Library organised and tidy, doing this collaboratively, in a rota. In Writing Club, children are encouraged to write and publish their own creative writing pieces, which are published to peers, the whole school community and wider audiences. In scrap booking, children create collections of themed written and drawn materials, to demonstrate a more decorative approach to book making. All of these activities enrich children's experiences of books, reading and writing, raising the profile of reading and books in our school for all.

Every child in St Anne (Stanley) is given the opportunity to take home a class library book, as well as a decodable reading book. Each child's reading level has been carefully decided by the class teacher, using assessment data, current progress and teacher knowledge of the child. Teachers and support staff continually monitor this system to ensure every child is making the best progress. The class library books on offer are of high quality and are varied in terms of titles, authors, styles and genres. Class library areas advertise reading and the pleasure it can bring, as well as various titles and authors to inspire children's choices. Children are encouraged to complete and display their own book reviews in class library areas, in order to share their own reading experiences and help enrich other children's reading experiences and inspire their reading choices.

3. Impact: What will our children look like?

In St Anne (Stanley), Phonics is used as an approach to teach reading, and some aspects of writing. This is achieved by developing children's phonemic awareness through strong, high quality, discrete phonics. Children are taught the skills of hearing, identifying and using phonemes in English. We aim to systematically teach

children the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns. Our effective phonics techniques are embedded within a rich literacy environment. Phonics is taught daily in EYFS and KS1 and it is differentiated to match all abilities. Through teaching Phonics, we aim to nurture in the children excellent skills in reading, a love of literature, a secure grasp of language and the confidence to continue reading and writing throughout their lives.

In KS2, we aim to further improve children's reading skills, as well as develop in them a desire to gather and use an expanding vocabulary accurately, whilst being able to unlock and understanding the meanings within texts. As they progress through the school, they become confident, fluent and effective readers, who enjoy reading and love books. They use their ever widening experiences in reading to help inform their writing, which they do more and more confidently, accurately and in more sophisticated ways, as they acquire these experiences. They use an ever improving vocabulary, with increasing accuracy and assuredness, utilising the wealth of words they are immersed in during their learning in English and all other subjects.

At St Anne (Stanley) we want our children to:

- read fluently for both pleasure and information
- use spelling rules, phonics and grammar accurately
- read and write clearly and with confidence in any given genre
- speak clearly and confidently in any situation
- Have an awareness of and develop prosody when reading aloud
- listen actively and respond appropriately, developing knowledge and opinion
- be able to proofread their own work and make amendments and improvements
- have an ever-widening vocabulary, a desire to understand new words and to use them accurately

When our children have finished their time with us at St. Anne's, they are:

Articulate, knowledgeable, resilient, inquisitive, confident, ambitious, challenged, empathetic, compassionate, respectful, reflective, thriving, successful and life-long learners.

Monitoring this policy

The impact of this policy is monitored by the Senior Leadership Team. Children's progress is assessed through agreed formative and summative assessments, as well as Teacher Assessment. It is expected that children who are assessed at working within age related expectations by the end of KS1 will achieve at least age-related expectations by the end of KS2. Where children are recognised as falling behind the expected standard, they are supported through targeted interventions. Parents and carers are involved, informed and updated through regular meetings – as scheduled in the general calendar, or arranged as required. Children who require support are given this support over an agreed timescale and assessments are built into these programmes to monitor progress.

Simon Lineton (English Lead)

Date of review: September 2026

Date of next review: September 2027