



English at Condover CE Primary School

Our school curriculum aims to excite and inspire learners. Through the National Curriculum and the Statutory Framework for the Early Years Foundation Stage, year group teachers plan and deliver an enriched English curriculum that ensures children practise their Reading, Writing and Speaking and Listening skills.

Aim

- Develop a strong command of the spoken and written word - which will be required in further study and adult life and enable them to become successful members of the wider community.
- Actively engaging in their learning within the classroom.
- Explore literature to develop their love of reading through widespread and challenging texts as well as for enjoyment.
- Explore engaging and challenging tasks in Writing, Reading, Spoken Language and Spelling, Punctuation and Grammar.
- Explore thinking skills and the ability to unpick key vocabulary that will unlock many doors allowing our children opportunities to access and engage deeper within many areas of the curriculum.
- Explore cross-curriculum links through key skills taught in English and maintain high standards through other subjects.
- Succeed through a positive and independent attitude.
- Succeed in all areas of the English curriculum and for all children to do the very best they can.
- Succeed with high standards of English across all areas of our curriculum.

Reading

Please see *Little Wandle Phonics and Early Reading Policy*.

Intent

As a child grows up, being able to read well not only enables them to discover new facts and to learn at school, but also opens them up to a world of new ideas, stories and opportunities. As such, all our staff are committed to ensuring that all children become independent and fluent readers during their time at our school.

At Condover CE Primary School, we aim for all pupils to develop confidence and enjoyment in reading at both word-level and through a variety of rich and engaging comprehension-based questions and challenges.



We believe that children succeed when they are inspired to read. To achieve this, children listen to an adult reading to them daily; by giving children opportunities to explore a range of rich and appropriately challenging texts; and by providing a variety of reading activities to promote understanding. They will succeed in reading accurately and fluently; responding critically to each text they read; and discussing texts with confidence. Reading is at the heart of the curriculum, by ensuring that children develop a love of reading and an ability to read accurately, fluently and critically, children will also succeed in developing their skills in Writing, Speaking and Listening, and Spelling, Punctuation and Grammar.

From early decodable readers to chapter books, these books support a journey from phonics to fluency, with levelled readers that systematically increase the level of challenge, vocabulary, and stamina as children work up through the bands so that all children can succeed. Authors, illustrators, genres, subject matter and formats are all carefully chosen to appeal to children and provide a wide-range of reading experiences allowing our children at Condover CE Primary Schools to explore this range of texts with resilience and confidence.

Implementation

Our structured approach to reading is carefully designed to ensure the best results for our children. It all begins with a focus on phonics. The scheme of work that we use to teach phonics across Reception and Year 1 is 'Little Wandle Letters and Sounds Revised'. By using this rigorous and systematic programme, the children's sound knowledge is built upon gradually and progressively, with lots of repetition, in order to aid them on their reading journey.

In subsequent year groups throughout the school, our children will continue developing their skills in reading at word-level by unpicking unfamiliar vocabulary. We also aim for our children to explore reading through independent reading, whole-class guided reading, and shared reading.

All staff at Condover CE Primary School are committed in ensuring that all children in Year 2 onwards can read fluently and with good pace. Therefore, as well as encouraging our learners to choose a book that they can read for pleasure, it is imperative that they are also choosing a relevant book banded book that supports them in their own personal development of reading. Teachers will track these children's development in reading closely to help them to make progress and find success.

We work on developing understanding of text, background knowledge, vocabulary and comprehension skills through structured whole class guided reading sessions. Activities are carefully planned to ensure that reading stamina also develops as children progress through the school. In addition to this, our class texts ensure that all our pupils are exposed to high quality challenging texts. Immersion in more sophisticated vocabulary, will undoubtedly



help them to build their own vocabulary that will be wider, challenging and more specific.

To ensure the best outcome for all our pupils, assessment is used continuously to identify any child who is in danger of falling behind. Targeted interventions are used to help these children 'keep up' and their progress is carefully monitored by class teachers and school leaders.

All staff are involved in our pupils' reading. Staff share and discuss their love of reading in class and assemblies. Even Mabel, our school dog, is involved in promoting reading. Mabel allows children to relax and gain confidence in reading aloud.

Our children's love of reading is fostered through access to a wide range of stories, poems and non-fiction books and carefully selected whole class readers. Books are used in all areas of the curriculum to help teach specific projects, as well as broadening children's social, moral, spiritual and cultural awareness.

We foster a love of reading by promoting age-appropriate, quality texts to each year group to support the children in finding their next adventure. We endeavour to keep our class libraries updated with the latest novels to support children and their families in selecting these books. We work hard to ensure this joy of reading extends beyond the classroom and supports, promotes and values the contributions that parents and carers make to their child's reading at home.

Children enjoy taking part in the Shrewsbury Children's Bookfest each year. Author and storyteller visits are organised to further enhance fostering a love of books. A highlight of our year is World Book Day, when we celebrate our love of reading. Author visits also enhance fostering a love of reading.

Impact

Our children will have developed a passion for reading, both for pleasure and for learning, enabling them to be able to read accurately, fluently and critically. They will have the ability to unpick key vocabulary, allowing opportunities to access, engage and foster a deeper understanding within all areas of the curriculum.

Our children will have developed a wider understanding of the world around them through the exposure of a variety of diverse texts, allowing them to explore and challenge their own opinions and beliefs.



Writing

Intent

At Condover CE Primary School, we aim for all pupils to write with competence in both transcription and composition. We encourage each writer to develop their own unique style, drawing upon what they have read as models for their own writing.

Before any writing takes place, the purpose of their writing will have been established and understood by all, along with an awareness of their audience. The children will be writing to: inform, entertain, persuade or explain.

We believe that once we inspire our children to write, they do so with fluency, enjoyment and enthusiasm. Therefore, careful consideration will be taken over the inspiration for a particular writing unit, to help immerse the children in rich vocabulary, which will be forever growing. The children will have opportunities to draw upon experiences that teachers have given them so that they are able to produce a successful written outcome. Inspiration may take the form of an object, picture, text, film or experience.

From the children's written outcome, they will be able to edit their work to ensure that is coherent and legible. They will be able to draw upon learnt spelling patterns and rules along with successful editing strategies, ending with a final written outcome of which our children can be proud.

Implementation

Children are taught using the Talk For Writing approach aimed at oral re-telling of a text - committing the vocabulary to memory. Teachers plan their genre and complete the imitation, innovation and invention processes. There is a need for clear and purposeful modelling by staff where they demonstrate expectations, word choices and thought processes. Teaching staff may update support materials e.g. working walls, word banks, writing toolkits whilst the modelling takes place. Working lines and working walls reflect the current learning and act as a resource bank for children to interact with should they wish to.

Teachers will carefully plan opportunities to give the children a 'hook' to start their writing. We believe that children succeed when given opportunities to explore objects, pictures, texts, films and experiences.



Writing ideas fluently, depends on effective transcription; this depends on giving the learner time to immerse in the writing genre. Fully immersing in a writing genre depends on giving time to form ideas which requires giving clarity to the purpose of the children's writing. Forming ideas depends on creating a language-rich classroom. This will allow the writer to develop their knowledge of the relationships between sounds and letters.

Children will be encouraged to write as readers, continuously thinking about the impact of their word choices, sentence structures and punctuation choices.

Teachers will allow time for the children to publish some of their written outcomes, depending on the purpose of their writing. When doing so, the children will be able to place an emphasis on the transcription of their writing. The children will be able to showcase their ability in producing fluent, legible handwriting, developing speed whilst doing so.

Impact

Our children will have developed a strong command of the written word and fostered a love of language to fully appreciate a rich and varied literary heritage, enabling them to communicate with others effectively.

Our children will be successful and confident writers, being able to express themselves coherently and accurately, adapting their writing according to genre, purpose and audience.

Handwriting and Presentation

Intent

With handwriting, our aim is to ensure that the children are able to succeed in developing a neat, fluent handwriting style so that they are able to communicate effectively. It is through the development of neat handwriting, that written work can be well presented and the children can take pride in their presentation. Consistency and thoughtful presentation and are given high importance in every subject.

Implementation

Handwriting is modelled and practiced on a regular basis throughout the school.

We have created a set of guidelines to formalise end of year expectations across the school. End of year expectations are stated at the start of each year group. Within in each year group, there is more detailed information with regards to what teaching is required and rewards that are in place.



Reception

- To know that print carries meaning and in English, is read from left to right and top to bottom
- Explore drawing lines/circles/patterns/making marks
- Shows a dominant hand
- Forms letters from name correctly
- Write from left to right and top to bottom
- Begin to form recognisable letters using the correct formation
- Hold a pencil effectively to form recognisable letters (encourage tripod grip)
- Form most lower-case letters correctly, starting and finishing in the right place, going the right way around and correctly orientated
- Use a pencil/writing tools confidently to write letters that can be clearly recognised and begin to form some capital letters correctly
- To hold paper in position and use their preferred hand for writing

Year 1

- To sit at the table correctly and hold a pencil comfortably and correctly
- To continue to form lower case letters and upper case letters accurately, reinforcing the correct formation, orientation and size of both, with increasing consistency
- Teach the formation of letters in families.

Year 2

- To form lower and upper case letters using the correct formation, size and orientation, as well as the relationship to one another
- To use diagonal and horizontal strokes to join letters in most of their writing
- To use diagonal and horizontal strokes in parts of words, according to the length of the word
- To encourage joining of every letter (including letters that finish on the left known as break letters)
- To introduce 'looping' of j, g and y

Year 3

- To use a neat joined handwriting style with increasing accuracy and speed
- Every letter (including letters that finish on the left known as break letters) to be joined
- Reinforce 'feeders' and 'loops' previously taught in KS1

Year 4

- To consistently use a neat joined handwriting style with increasing speed
- Every letter (including letters that finish on the left known as break letters) to be joined



- When modelling joined words, reinforce 'feeders' and 'loops' previously taught

Year 5

- To write legibly, fluently and with increasing speed (beginning to develop their own style)
- Every letter (including letters that finish on the left known as break letters) to be joined
- When modelling joined words, reinforce 'feeders' and 'loops' previously taught

Year 6

- To maintain legibility in joined handwriting when writing at speed
- Every letter (including letters that finish on the left known as break letters) to be joined

Impact

Children will be able to write legibly and at speed in all areas of the curriculum.

Spelling

Intent

We aim for all children in our school to succeed in becoming competent and confident spellers through the exploration of spelling strategies taught.

Implementation

- Spelling in Reception & Year 1 is taught using Little Wandle Letters and Sounds Revised. In Reception & Year 1, children are expected to use their phonic knowledge to spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Spelling in Year 2-6 is taught using the Spelling Shed scheme.
- A new spelling rule is introduced each week. This includes learning the meaning of each word so children can use the word correctly in context.
- Spelling rules are taught in year groups.
- Weekly spellings are assigned to children using Spelling Shed and are tested each week using either a hive or written spelling test.
- Where appropriate, children are taught strategies and mnemonics to learn more difficult spellings in order to commit them to memory, through word association, diagrams and mnemonics etc., e.g. Big Elephants Can't Always Use Small Exits = because.
- Children are taught to use thesauri and dictionaries so they can independently check their spelling or find appropriate antonyms.

Impact



Our children will be confident spellers and can apply spelling rules and exceptions within all areas of the curriculum.

GPaS

Intent

We want our children to understand the structure of the English language allowing them to build words into sentences that communicate exactly what they want to say. The use of correct grammar is important because it is the main feature within both our spoken and written communication that allows us to have our messages clearly understood. Grammar also helps our children expand their vocabulary by helping them to develop more interesting ways of presenting information. Communication is made easier through the use of correct grammar. We ensure our children understand the difference between formal and informal communication and the correct situations to use it in.

Implementation

We ensure our children progressively cover the skills required to meet the aims of the National Curriculum for grammar. The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing and is a priority in all lessons. The quality and variety of language that our children hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. In EYFS, our children's grammar knowledge develops naturally through listening and talking, through absorbing language from the books that they enjoy and through trying different ways of putting words together to make sentences, slowly building up an understanding of what is right and what doesn't quite make sense.

Children learn about the key features of grammar and punctuation through direct teaching of grammar using the Spelling Shed scheme for grammar, punctuation and spelling.

Impact

Through a consistent approach implemented correctly, the detailed planning and progressive sequence of the programme assures subject quality, sufficient depth and coverage of skills and knowledge and gives teachers the curriculum expertise to deliver effective grammar lessons and teaching of grammar through reading, writing, speaking. Staff focus attention on grammar in speaking, reading and writing across all subject areas and provide feedback.



Spoken Language

Intent

At Condover CE Primary School, we aim for all pupils to speak confidently

and fluently combined with the ability to listen and consider other viewpoints. We encourage them to articulate their ideas clearly.

Our intent is to also ensure children have the knowledge and vocabulary available to express their views and they will build their vocabulary throughout their time at Condover CE Primary School. This will allow them to succeed in expressing their viewpoint and participate in a range of spoken language activities. From this, they will ultimately flourish and be prepared for their adult life.

Implementation

All children are given opportunities to develop their spoken language skills in all areas of the curriculum. The class teacher guides and supports children to increase their confidence and encourage all children to take an active part in discussions. All children are encouraged to express and communicate their needs with clarity, being able to answer questions, as well as explaining and describing their learning within child initiated activities.

Children are asked to consider their tone, pace and expression - performance poetry is an example of this. Children are regularly given a chance to discuss and debate key ideas. We welcome a difference of opinion and encourage children to listen sensitively to other viewpoints.

Children get an opportunity to perform scenes from the bible, allowing them to develop their understanding of the play through acting whilst developing their skills to take on a character. All children perform in the whole-school Christmas performance with Year 6 taking on the lead roles.

Impact

Our children will have the tools to express themselves creatively and imaginatively. They will be confident creators and can make informed articulate decisions, showing competence when explaining their understanding. They will have developed a strong command of the spoken word and fostered a love of language to fully appreciate a rich and varied literary heritage, enabling them to communicate with others effectively.

By the time children leave Condover CE Primary School in Year 6:



Our children will have the tools to express themselves creatively and imaginatively. They will be confident creators and can make informed articulate decisions, showing competence when explaining their understanding. They will have developed a strong command of the spoken and written word and fostered a love of language to fully appreciate a rich and

varied literary heritage, enabling them to communicate with others effectively. Our children will have developed a passion for reading, both for pleasure and for learning, enabling them to be able to read accurately, fluently and critically. They will have the ability to unpick key vocabulary, allowing opportunities to access, engage and foster a deeper understanding within all areas of the curriculum. They will be successful and confident writers, being able to express themselves coherently and accurately, adapting their writing according to genre, purpose and audience. They will have developed a wider understanding of the world around them through the exposure of a variety of diverse texts, allowing them to explore and challenge their own opinions and beliefs.

Co-ordinators- Rebecca Elvins and Hannah Mainwaring