



# Teaching of English 2025-26

\_\_\_\_\_ (Headteacher)

\_\_\_\_\_ (Chair of Governors)

**Updated** – December 2025

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## Intent

At Christ Church CE Academy, English sits at the heart of our curriculum – it is through language, story and text that children learn to form concepts, connect ideas and express themselves. Through the varying dimensions of literacy, children learn to both make sense of the world and shape their place within it.

At Christ Church CE Academy, we believe that all our children can become fluent readers and writers. This is why we teach reading through Little Wandle Letters and Sounds Revised, a systematic and synthetic phonics programme. We start teaching phonics in Reception and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

Through the teaching of reading and writing, we place a heavy emphasis on developing a child's vocabulary and love of reading. We value reading as a key life skill and we are dedicated to enabling our pupils to become lifelong readers. Ultimately, reading is key for academic success. By the time children leave Christ Church CE Academy in Year 6, the limited vocabulary that they arrived with in Reception, will have expanded vastly, giving them the language they need to understand increasingly difficult texts and express themselves in a wide range of contexts. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening and encourage them to use discussion to communicate and develop their learning. We believe that children need to establish a secure knowledge-base in English, which follows a clear pathway of progression, as they advance through the primary curriculum. Securing these skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society.

## Implementation

Our intent is embedded across our English lessons and the wider curriculum. We have a rigorous, systematic phonics scheme in place, to ensure all children are taught how to read. Our English curriculum provides many purposeful opportunities for reading, writing and discussion and we use a wide variety of quality texts and resources to motivate and inspire our children. Teachers also ensure that cross curricular links are woven into the programme of study.

At Christ Church CE Academy, we encourage our children to make links within and across different texts and other curriculum subjects. We believe that linking reading, writing and topic sessions together, will allow children to develop a deeper understanding of the English curriculum and transfer new skills across all lessons.

Teachers plan and teach clearly-sequenced English lessons, which are adapted to meet the particular needs of each child. We help each child maximise their potential by providing help and support where necessary whilst striving to make children independent workers once we have helped to equip them with the confidence, tools and strategies that they need. We identify any children who require additional support and provide intervention in the most effective and efficient way that we can to ensure no children are left behind.

We love to celebrate success of all learners and strive to help all children achieve their goals. English is celebrated in classrooms and around school, where our bright and colourful displays celebrate children's writing, their favourite books and reading reward schemes.

In order to achieve our aims, our children have the opportunities to:

- practise and embed foundational knowledge e.g. letter formation, spelling, handwriting
  - use and apply new skills through carefully dictated sentences
  - easily, fluently and with good understanding, reading a range of different text types and genres.
  - 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.
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- use discussion in order to learn; our children should be able to elaborate and explain clearly their understanding and ideas.
- speak and listen, making formal presentations, demonstrating to others and participating in debates.

### Impact

With a well-established English curriculum, the impact should be clear: progress, sustained learning and transferrable skills. The impact across the English curriculum should demonstrate:

- A love of reading built within a book-rich environment.
- Pupils enjoy reading and are exposed to a broad range of texts and authors.
- Successful readers are nurtured through the good teaching of both language comprehension and word reading.
- Pupils are secure with foundational knowledge before they proceed with complex tasks
- Pupils have a good range of vocabulary that they are able to use in discussions and apply in their writing.
- Pupils have a good knowledge of how to adapt their writing for different purposes and audiences.
- Pupils have a solid foundation in spelling and have a toolkit of different strategies to support the continual learning of new spellings.
- Pupils are able to identify, use and apply grammatical features in their writing effectively across the curriculum.
- An expectation for our EYFS children to achieve ELG in Literacy and Communication and Language.
- An expectation for children to achieve national standard in the phonic screening check.
- An expectation for children to achieve national standard in reading and writing, both at and above age-related expectations.

## Phonics

At **Christ Church CE Academy**, we believe that all our children can become fluent readers and writers. This is why we teach reading through Little Wandle Letters and Sounds Revised, a systematic and synthetic phonics programme. We start teaching phonics in Reception and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At **Christ Church CE Academy**, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

### Comprehension

At **Christ Church CE Academy**, we value reading as a crucial life skill. By the time children move on to junior school, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary.

Because we believe teaching every child to read is so important, we have a Reading Leader who drives the early reading programme in our school. They monitor and support our reading team, so everyone teaches with fidelity to the Little Wandle Letters and Sounds Revised programme.

### Foundations for phonics in Nursery

We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:

- sharing high-quality stories and poems
- learning a range of nursery rhymes and action rhymes
- activities that develop focused listening and attention, including oral blending
- attention to high-quality language.

In Nursery, we teach daily phonic lessons, to ensure children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

### Daily phonics lessons in Reception, Year 1 and Year 2 (as appropriate)

We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.

Children make a strong start in Reception: teaching begins in Week 3 of the Autumn term. We follow the Little Wandle Letters and Sounds Revised expectations of progress:

- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
  - Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.
  - Children in Year 2 review any sounds necessary and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy (depending on their assessment stage.)
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### **Daily Keep-up lessons ensure every child learns to read**

- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics sessions for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Little Wandle Letters and Sounds Revised assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace.
- If any child in Year 2 to 6 has gaps in their phonic knowledge when reading or writing, they are assessed regularly and receive weekly phonic sessions through the Rapid Catch-up Programme.

### **Teaching reading: Reading practice sessions**

We teach children to read through regular reading practice sessions. These:

- are taught by a fully trained adult to small groups of approximately six children
- use books matched to the children's secure phonic knowledge
- are monitored by the class teacher, who rotates and works with each group on a regular basis.

Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:

- decoding
- prosody: teaching children to read with understanding and expression
- comprehension: teaching children to understand the text.

In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.

In Year 2, where children are not yet fluent, we deliver rapid catch up sessions during this time, to develop their decoding and fluency skills. Alongside these sessions, they read their assigned rapid catch up book 1:1 with an adult, which matches their phonetic ability.

### **Ensuring consistency and pace of progress**

- Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
  - Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
  - Lesson templates, Prompt cards and How to videos ensure teachers all have a consistent approach and structure for each lesson.
  - The Reading Leader and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.
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### Assessment of phonics

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

Assessment for learning is used:

- daily within class to identify children needing Keep-up support
- weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings

Summative assessment is used:

- every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
- by SLT and scrutinised through the *Little Wandle Letters and Sounds Revised* assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

### Statutory assessment

- Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2.

### Ensuring reading for pleasure

*'Reading for pleasure is the single most important indicator of a child's success.'* (OECD 2002)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at **Christ Church CE Academy** and our local community, as well as books that open windows into other worlds and cultures.
  - Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
  - In Nursery/Reception, children have access to the reading corner every day in their provision time and the books are continually refreshed.
  - Children from Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.
  - As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.
  - The school library is made available for classes to use at protected times.
  - Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, national events etc). We invite parents and carers into to school to share with some of these events.
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## Progression of Reading

Through our reading curriculum, we ensure that:

- Pupils learn to read easily and fluently through daily phonic teaching in Early Years and Key Stage One, regular reading to adults in school, reading partners and incentives to read at home
- Pupils are encouraged to read widely, through our use of differing class texts, library visits and high quality attractive books in classrooms
- Pupils have a reading book which they take home
- Pupils are encouraged to read for pleasure using quiet reading time, library time and listening to an adult read
- Pupils are exposed to a range of texts during their school experience
- Pupils also explore books/texts in guided reading sessions

First and foremost, we want all children at Christ Church CE Academy to develop a life-long love of reading that begins as soon as they step foot through our doors in nursery. To ensure we are successful in our approach to reading, we teach reading from all angles, as to miss no opportunity to spark a child's love of reading. Through this love of reading, we deliver the programmes of study for reading at key stage one and two. These consist of three dimensions: fluency/prosody, word reading and comprehension. It is essential that teaching focuses on developing pupils' competence in all dimensions to ensure children make the progress they are capable of.

We teach reading through Little Wandle Letters and Sounds Revised, a systematic and synthetic phonics programme. We start teaching phonics in Reception and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

In **Early Years**, children begin their reading journey by developing their vocabulary through purposeful role-play opportunities, child-led discussions, planned talk and oral sentence building. Children are given plenty of opportunities to develop their love of reading and language through our "Talk Through Stories" approach, where children are exposed to specifically chosen books, where vocabulary and activities are pre-planned. As the children move through early years, the teacher introduces the concept of print and comprehension skills.

In **Key Stage One**, children continue to develop their reading and comprehension skills through through the continuation of the Little Wandle Phonic Programme. Outside of the teaching of phonics, children in Key Stage One are exposed to regular shared reading, story sessions, Talk Through Stories (Y1), whole class guided reading (Y2), individual reading with an adult and sharing of chosen library books. Children also have access to a range of books in the classroom that support their interests and broadens their exposure to a variety of texts.

In **Key Stage Two**, children are exposed to a wider range of styles of texts and genres. As they progress through school, the texts that children meet add more challenge to their ability to comprehend and infer. Throughout their journey in Key Stage Two, the focus is on developing higher order reading skills such as inference and deduction and the ability to read texts critically. Where necessary, specific phonic support is used to develop pupil's reading skills through "Rapid Catch Up" groups. Reading skills are taught through regular shared reading, whole class guided reading - which include explicit teaching of reading skills and exposure to a wide range of question types and vocabulary, individual reading with an adult and weekly school library sessions. Each child in KS2, has a reading book which they take home to develop their reading skills at home. Towards the end of Key Stage Two, children hone and refine their skills, using all the knowledge acquired during their time in school. During these opportunities, children develop their vocabulary, inference, prediction, explanation and summarising skills, as well as being able to understand longer and complex texts. All Pupils are encouraged to choose books which they are interested in and this helps promote reading for pleasure.

## Teaching Of Reading

Through our reading curriculum, we ensure that:

- Pupils learn to read easily and fluently through daily phonic teaching in Early Years and Key Stage One, regular reading to adults in school, reading partners and incentives to read at home
- Pupils are encouraged to read widely, through our use of differing class texts, library visits and high quality attractive books in classrooms
- Pupils are encouraged to read for pleasure using quiet reading time, library time and listening to an adult read
- Pupils are exposed to a range of texts during their school experience
- Pupils also explore books/texts in guided reading sessions

## Reception and Year 1

Once children are secure with several GPCs and can blend, we teach children to read books through reading practise sessions. These:

- are taught by a fully trained adult to small groups of approximately six children
- use books matched to the children's secure phonic knowledge
- are monitored by the class teacher, who rotates and works with each group on a regular basis.

Each reading practise session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:

- decoding
- prosody: teaching children to read with understanding and expression
- comprehension: teaching children to understand the text.

In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.

Following the weekly practise, children then take these books home for additional practise.

## Reading (Years 2 – 6)

### Whole Class Guided Reading

Guided reading sessions take place in Year 2 -6. In Years 2, 3, 4, 5 and 6, pupils take part in whole class guided reading every day. Each week follows the same structure to allow for coverage of skills and consistency across school. The skills are taught based on the year group, the curriculum requirements and the needs of the class.

Our reading lessons are designed to build rich vocabulary, fluent reading, and strong comprehension strategies that deepen understanding over time. We recognise that effective comprehension relies on both linguistic knowledge particularly vocabulary and grammar and a broad understanding of the world. To support this, new language encountered through listening to, reading, and discussing a wide range of texts is explicitly taught, practised, and regularly reviewed to expand each child's vocabulary.

The structure of the lessons is shown below:

### Vocabulary Instruction (1)

A rich and extensive vocabulary is vital for children to comprehend written texts effectively. Therefore, continued vocabulary instruction forms a crucial aspect of reading lessons beyond phonics. To ensure effective vocabulary instruction, the following practices are implemented:

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- Pre-teaching key vocabulary before reading a text to increase familiarity and understanding.
- Providing explicit explanations, definitions, and examples of new words encountered during reading.
- Encouraging the use of new words in speaking and writing contexts.

Vocabulary is taught in the following way:

Step 1: MTYT		<p>Teacher uses the MTYT approach to introduce new vocabulary. New vocabulary should be displayed on teaching slides and should be dual coded, to support all pupils to access the new vocabulary. This is repeated several times. Use the hand gesture to indicate whose turn it is.</p> <p><b>Teacher - “bewildered”</b>  <b>Pupils - “bewildered”</b> *repeat several times*</p>
Step 2: MTYT with definitions		<p>Teacher uses the MTYT approach to repeat the vocabulary and introduce the definition.</p> <p><b>Teacher - “Bewildered – it means confused or puzzled”</b>  <b>Pupils - “Bewildered – it means confused or puzzled”</b></p>
Step 3: Context		<p>Where appropriate make links with the text. What does the word mean in the context of the text pupils are reading?</p> <p><b>Teacher – “Let’s have a look at it in our text. Let’s think. Harry doesn’t know why Uncle Vernon is angry at him. He didn’t know what was happening or what he had done wrong. This made him feel bewildered, or confused. Let’s say that in our own words. Harry was confused and unsure because he didn’t understand why his uncle was mad.</b></p>

**Situation Modelling (2)**

The initial part of the lesson begins with a revisit of the vocabulary learned in the first lesson. Then, as part of our reading approach, we explicitly teach *situation modelling* — the mental representation readers construct as they engage with a text. This involves more than decoding words; it is about visualising and mentally simulating the scene, characters, actions, and events described. Effective situation modelling supports deep comprehension and fosters reader engagement.

To develop this skill, pupils are taught to:

- Draw on their background knowledge
- Understand and apply vocabulary and grammar
- Make inferences based on context
- Track time, space, character goals, and interactions

For example, when reading a sentence such as “Tom ducked as the ball flew past his head,” pupils are encouraged to build a mental image — picturing Tom’s movement, the speed and direction of the ball, and the likely setting, such as a playground or sports field.

During this lesson, teachers explicitly model this process using a “think aloud” strategy. They verbalise what the text makes them see, think, and feel, demonstrating how to construct a rich mental model. This is followed by purposeful questioning designed to elicit pupils' own interpretations, encouraging them to share and refine their understanding collaboratively.

### **Prosody and Partner Reading (3)**

The initial part of the lesson begins with a revisit of the vocabulary learned in the first lesson. The third lesson in the sequence is focussed on prosody and expression. When reading aloud, prosody is a key component of fluency—the ability to read with accuracy, speed, and expression. Developing fluency helps children read smoothly and effortlessly, making the reading experience more enjoyable and bringing the text to life. To effectively teach and practice prosody, the lesson is delivered in the following way:

	Focus
<b>Step 1:</b>	<p><b><u>Modelling</u></b> Teacher reads the whole text, modelling effective prosody. Children track the text with their finger.</p> <p><b><u>Echo reading</u></b> Teacher models prosody a line at a time. Children echo read each sentence, demonstrating the same prosody. Teacher repeats/provides feedback where appropriate.</p>
<b>Step 2:</b>	<p><b><u>Individual reading</u></b> Partner A reads to partner B. Partner B reads to partner A. Teacher to tap in and listen to children's reading.</p>

### **Developing Comprehension Strategies (4 + 5)**

As with previous lessons in the sequence, the initial part of lesson 4 and 5 begins with a revisit of the vocabulary, to reinforce key terms introduced in the first lesson. The final strand of our reading approach is comprehension, which involves the ability to understand, interpret, and engage with written texts. Developing strong comprehension strategies is essential to ensure pupils can derive meaning from what they read.

Once the vocabulary has been revisited, comprehension is then explicitly taught over two focused lessons:

- **Lesson 4** – The teacher introduces the specific reading domain focus for the lesson (e.g., inference, retrieval, summarising). Using a structured “I do” approach, the teacher explicitly models how to apply the focus comprehension skill. This is followed by a “we do” phase, in which pupils practise the skill collaboratively with teacher guidance and support. During this time, the teacher checks for understanding and models effective strategies for answering comprehension questions.
- **Lesson 5** – The skill is revisited and consolidated. The teacher addresses any misconceptions or gaps identified in Lesson 4 and provides targeted feedback. Pupils are then given the opportunity to apply the skill independently, demonstrating their understanding and developing confidence in using it across a range of texts.

These strategies are revisited regularly and adapted to suit the developmental stage of the learners, ensuring that comprehension remains a central focus of reading instruction across the school.

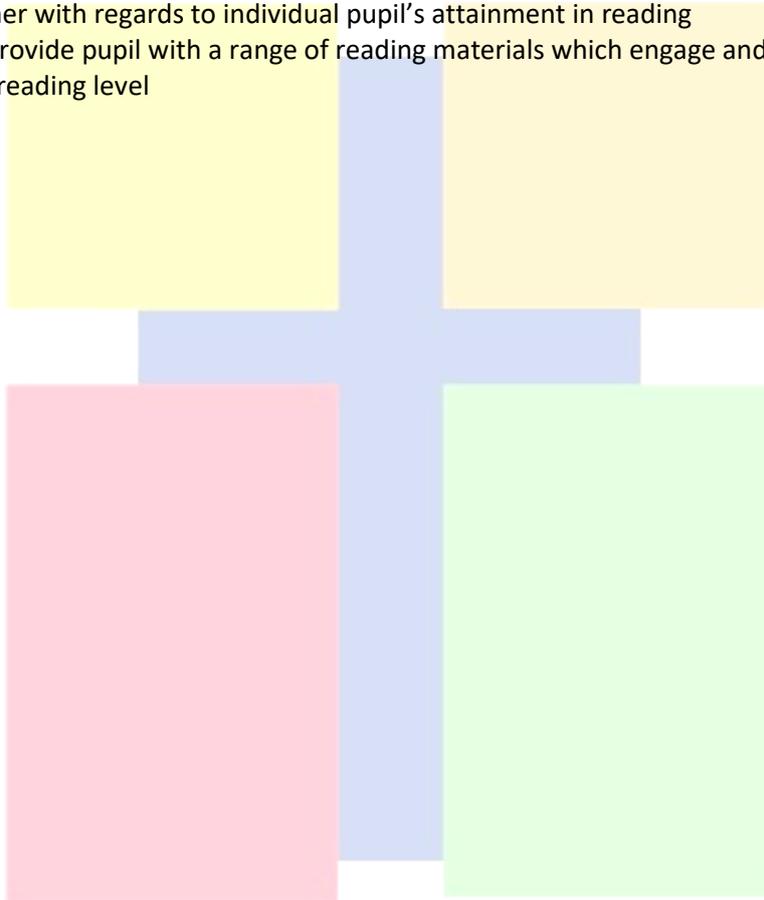
### **Individual Reading**

Individual reading should take place as timetabled by the class teacher. Individual reading can take place in assembly time or at an appropriate time in the afternoon. Disadvantaged readers may also be heard read by a specific reading intervention assistant.

Staff work with pupils to:

- Teaching reading strategies to decode (e.g. segmenting and blending)
- Teach tricky words and the reason why it is tricky
- Encourage children to “blend in their head” to encourage fluency and automaticity

- Encourage children to read back fluently when overt blending has been used as a strategy
- Provide a context for the teacher to teach high frequency words, decoding skills, use of clues (picture and textual) and context to support prediction.
- Support pupil in developing and applying their comprehension skills
- Monitor and record evidence of pupil's application of reading skills
- Feedback to teacher with regards to individual pupil's attainment in reading
- Select texts that provide pupil with a range of reading materials which engage and challenge the pupil at their appropriate reading level



## Writing

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- Write to support their understanding and consolidation of what they have heard or read

The 2014 Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary. In Early Years, pupils learn about the different purposes of writing when teachers/adults model writing in a variety of contexts and then practising these skills themselves. In all year groups, we teach writing through high-quality texts and experiences such as: picture books, novels, poetry and immersive real-life experiences during school trips. During their time at the school, children will write a variety of fiction and non-fiction texts, including recounts, news reports, explanation texts, poems, plays and various forms of narrative.

Throughout Early Years and Key Stage One, children are taught the key principles of writing in order to lay a solid foundation for developing their skills later on. These skills are mapped progressively through our writing curriculum, to ensure children are secure with the foundational knowledge required, to be a proficient writer. Through the Little Wandle Programme, an emphasis is placed on developing clear handwriting with 'finger spaces' between in each word. Children are taught to apply their knowledge of phonics to help them spell accurately. Our curriculum teaches the children to add variation and description to their work by developing their vocabulary, including the use of interesting adjectives and adverbs and developing sentence structure using conjunctions and sentence openers. By the end of Key Stage One, children have been taught the fundamentals of punctuation and grammar. This structural and technical knowledge is fostered alongside developing a love for writing as a means for communication. This process continues into Key Stage Two, by which time children have mastered simple sentence structure enabling them to develop their writing style. As they progress towards Year 6, children are taught to write for a range of purposes – to entertain, inform, explain, persuade and discuss – using explicit sentence models and ambitious vocabulary. They then learn to shape these sentences into coherent paragraphs, before planning and creating their own original works of fiction and non-fiction. Children also apply their writing skills across the curriculum: writing up experiments in science, recounting events in History and describing processes in Geography.

Throughout the teaching sequence, children should be taught:

- Foundational knowledge required for writing: letter formation, spelling, handwriting
  - To apply skills that they have previously been taught through carefully dictated sentences
  - Preparation for the sequence, through familiarisation with text type (context, audience and purpose)
  - Analysis / deconstruction of text, identifying text and sentence level features of model texts
  - Vocabulary collection for use in word banks and display within the classroom
  - Modelled writing (demonstration) – teacher models the process
  - Talk for writing (oral composition), imitating and rehearsing sentences
  - Shared writing (we all have a go together)
  - Supported composition - drafting (independent/group/shared/response partners)
  - Continue to model spelling and handwriting skills as part of the sequence
  - Guided writing – supporting individuals at the level of need
  - Opportunities to write daily and build their stamina for writing
  - Opportunities to proof read, edit and redraft their writing
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- Regular independent application – purposes and audiences for writing are essential.

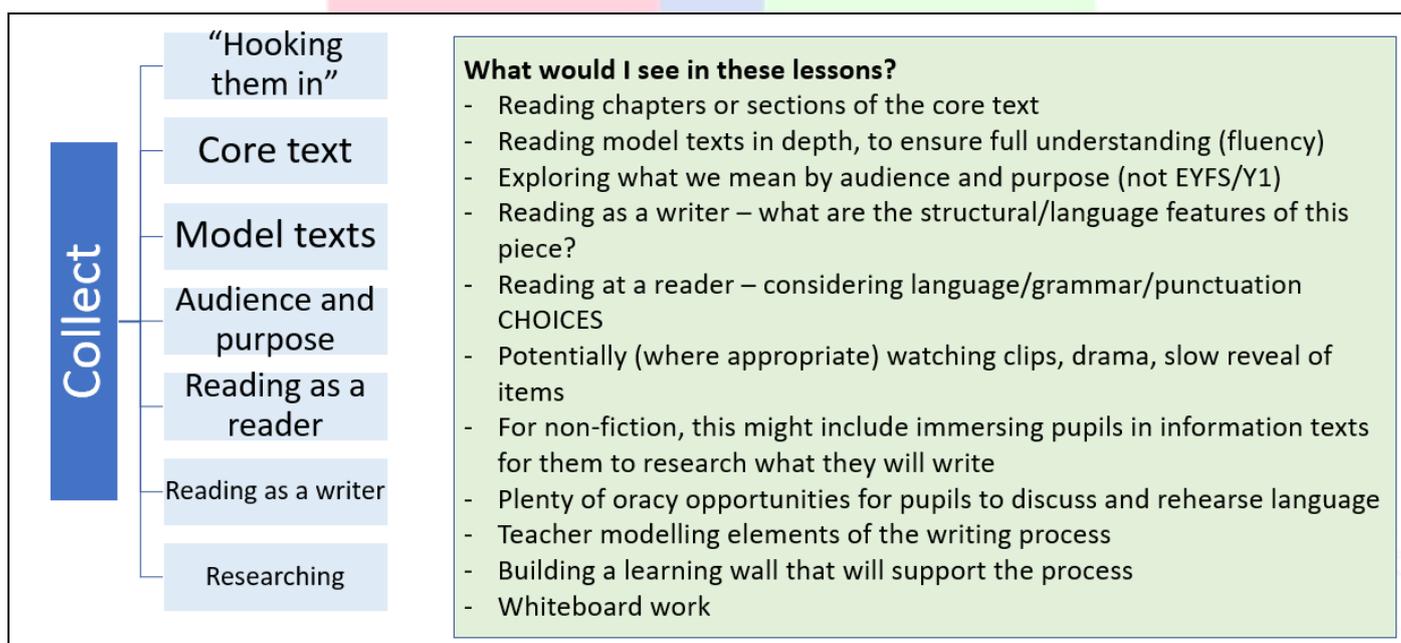
We know that children need to secure knowledge, understanding and skills in decoding and comprehension in reading and in composition, transcription, vocabulary, grammar and punctuation in writing; therefore, we have developed a ‘Context, Immerse, Teach, Write’ teaching sequence to ensure that children have opportunities to practise the key skills, whilst building the understanding and knowledge to apply these skills across a range of genres.

**Collect**

This is the first section of any writing unit. The children will have the opportunity to see and engage with the text and establish what they will be writing. Within the initial lesson, it is important that children establish:

- The text type – WHAT they are writing
- The purpose – what is the REASON for them to write
- The audience – WHO will read the piece of writing

This section also allows children to become immerse within the identified text type, identifying the key features of the text type through discussion and text marking. Children will look at different examples, building a tool kit of skills and features which appear within the chosen text type. Consider the language used and how to “magpie” particular words or phrases which evidence good examples. This will lead to a shared understanding of what a good one looks like and should be used to structure and assess the effectiveness of all their writing in this text type.



**Connect**

Once the key structural and language features have been identified within the text type, children may need to be taught additional skills, that require more focus, and given opportunity to apply them. These lessons will have a specific focus, to equip children with the skills needed to apply within that text type. Their written work may be presented as sentence building, a short burst paragraph, sentence stacking, vocabulary building etc.

Connect

"Connecting ideas"

Teaching skills

Grammar

Punctuation

Sentence structure

Paragraphs

Repeated practise

**What would I see in these lessons?**

- Oral composition
- Expert modelling during the explanation stage (I do)
- Ensure the skill has been modelled enough before inviting pupils in
- We do – lots of repeated practise for pupils
- Checking on the progress of all pupils (whiteboard work/cold call)
- Well sequenced objective focus. *Time to embed.*
- Dictation (KS1, Y3/Y4)
- Independent practise. *This must be closely supervised.*
- Checking to ensure pupils are not practising with errors (pathway)
- Effective feedback

**Create**

This section may incorporate some planning and editing stages, to book-end the writing stage. In this section, when planning is appropriate, the teacher would model how to plan an example of the text type, using all the elements captured in the previous days. Once they are ready to write, the teacher would model how to write this text type and the children would have a go at writing their own independently. Supports and scaffolds may be given to those children who require it, e.g. writing frame, sentence starters or word bank. Throughout the writing process, the teacher would model how to improve the text, before the children have a go for themselves. Depending on children’s needs, it may be easier to model a section, allow children to edit, before writing the next section. This will be each teacher’s professional judgement for their class.

Create

Planning

Drafting

Proofreading

Editing

Publishing

**What would I see in these lessons?**

- Opportunities for pupils to plan their writing. *This will look different in different year groups.* Must be modelled.
- Oral composition.
- Sufficient time for pupils to draft. *Must be modelled.*
- Sufficient time to proofread. *Must be modelled.*
- Sufficient time to edit. *Must be modelled.*

## **Grammar/Punctuation Development**

To enable children to build their grammar and punctuation skills, we teach explicit lessons that link with the text type we are studying. For example, direct and indirect speech would be taught through a newspaper report unit. However, we recognise that there are some grammar skills that need to be explicitly taught.

## **Spelling**

In EYFS and Year 1, spelling is taught through the systematic progression of the Little Wandle phonics programme. Children learn to segment and blend words, develop secure phoneme - grapheme correspondence and apply this knowledge in their early writing. Daily phonics lessons explicitly teach children how to spell using the sounds they have been taught, including tricky words appropriate to their phase. Pupils practise orally and in writing, using consistent routines such as "say the word, segment the sounds, write the letters" to build accuracy, confidence and independence.

From Year 2 onwards, children are explicitly taught spelling rules linked to the National Curriculum and, where possible, connected to the vocabulary and structures within their current English text type.

Christ Church CE Academy follows the Spelling Shed scheme from Year 2 to Year 6. Spelling Shed provides a clear, structured sequence of spelling rules, patterns and statutory word lists, ensuring progression and revisiting of prior learning. Each week, teachers introduce the new spelling focus using the high-quality resources provided, including modelled examples, rule explanations and guided practice tasks. Pupils complete daily written and digital activities that reinforce the spelling focus and develop fluency and accuracy. The online Spelling Shed platform offers engaging games and personalised word lists, enabling pupils to practise further at home and consolidate class learning. Weekly assessments aligned to Spelling Shed objectives allow teachers to track progress, address gaps swiftly and provide targeted support where needed. This consistent approach enables pupils to develop secure, confident and transferable spelling skills that enhance their writing across the curriculum.

## **Vocabulary Development**

The National Curriculum makes clear that learning vocabulary is key to 'learning and progress across the whole curriculum' (p11) since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently.

Vocabulary teaching needs to be:

- Active
- Progressive/ systematic
- Making links from known words
- Develop understanding of shades of meaning
- Subject specific- accurate mathematical and scientific words

We encourage our pupils to have a wide and growing vocabulary in a number of ways, these include:

- Modelling vocabulary skills within guided/shared reading
  - Spelling activities in class
  - Display of key words linked to topics and subjects
  - Using the correct vocabulary orally
  - Using dictionaries, thesaurus and similar programmes
  - Carrying out systematic testing and providing feedback to pupils
  - Editing and redrafting work to improve vocabulary choices
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## **Handwriting**

At Christ Church CE Academy, handwriting is taught through a clear and carefully planned progression from EYFS to Year 6, ensuring all pupils develop legible, fluent and consistently formed handwriting. Our approach reflects the latest DfE English guidance (2023/24), placing strong emphasis on secure letter formation, increasing automaticity and fluency, and supporting pupils to write confidently at length.

Handwriting foundations begin within the Little Wandle Phonics Programme, where correct letter formation is explicitly taught in line with the phonics sequence. Children are introduced to consistent formation phrases, posture, pencil grip and fine-motor control activities, ensuring strong early foundations.

This progression continues throughout KS1, where pupils refine their letter formation, focusing on accurate size, orientation, spacing, and the distinction between ascenders and descenders. Teachers model high-quality handwriting daily both within discrete handwriting practice and throughout wider curriculum writing so children continually see the standard expected. Regular short practice sessions help pupils build fluency, accuracy and stamina in line with DfE recommendations.

In KS2, pupils continue to refine and develop a fluent, joined style of handwriting. Expectations for consistency, legibility and presentation remain high across all subjects. Teachers revisit core skills when needed, address misconceptions promptly, and provide targeted support and intervention for pupils who require additional practice or fine-motor development, ensuring every child is able to secure the key handwriting skills needed for their year group.

Across the school, handwriting is promoted as an essential skill that underpins high-quality writing. Presentation expectations are consistently reinforced, and pupils' workbooks show clear progression, high-quality modelling and secure routines that support pupils in developing pride in their written work.

## Oracy/Spoken Language

The National Curriculum states that pupils should be 'taught to speak clearly and convey ideas confidently in Standard English'. They should:

- Justify ideas with reasons
- Ask questions to check understanding
- Develop vocabulary and build knowledge
- Negotiate
- Evaluate and build on the ideas of others
- Select the appropriate register for effective communication
- Give well-structured descriptions and explanations
- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing

At our school, oracy is explicitly taught as a vital section of our English curriculum and across the wider curriculum. Using our bespoke oracy framework, which is structured around four key strands—Physical, Linguistic, Cognitive, and Social & Emotional—we ensure that pupils progressively build their speaking and listening skills from Nursery through to Year 6. Each year group has clear oracy objectives mapped out to support developmentally appropriate progression in vocabulary, sentence structure, expression, reasoning, and group communication. Teachers plan purposeful opportunities for pupils to practise and refine these skills through a range of contexts, including structured discussions, drama, presentations, partner talk, and responses to literature. Pupils are taught to speak clearly, adapt their language for audience and purpose, and listen actively. Oracy is further embedded across subjects to promote deeper thinking, effective collaboration, and confident self-expression, ensuring all children are equipped with the communication skills necessary for learning and life.

Teachers model high-quality spoken language and employ a range of cooperative learning strategies to provide frequent opportunities for pupils to engage in meaningful talk. We explicitly teach pupils how to express themselves appropriately, adjusting their language according to audience, purpose, and context.

Pupils are taught to:

- listen and respond thoughtfully to others, including during the exploration of literature
- give and follow verbal instructions
- participate actively in discussions, presentations, and debates
- justify their opinions using evidence and reasoning
- ask probing questions to clarify, check understanding and gather information
- reflect on and refine their spoken contributions
- evaluate and build on the ideas of others
- reach shared disagreements in discussions
- vary their tone in order to convey meaning

Through these approaches, children develop the confidence, fluency, and interpersonal skills necessary to communicate effectively in a range of settings.

### EYFS – Communication and Language

Within the EYFS framework, there is a large emphasis on the development of communication and language. Within our EYFS setting, our children are taught to:

- follow simple spoken instructions
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- speak clearly, taking turns and listening to what others say
- ask questions to clarify their understanding
- express their ideas and feelings in full sentences, including use of the correct tense and conjunctions.
- participate in group discussions, offering their own ideas and using new vocabulary
- listen attentively to a range of stories, non-fiction, rhymes and poems
- become familiar with a few traditional and modern stories, recognising and joining in with predictable phrases, reciting some traditional and modern rhymes and poems by heart
- talk about stories they had heard and say which ones they liked
- take part in role play in familiar and everyday contexts
- use new (tier 2) vocabulary that is explicitly taught and specifically identified words within the areas of provision

