

English

At Cheadle Catholic Infant School

By

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Our Vision – *Love, Respect, Shine*

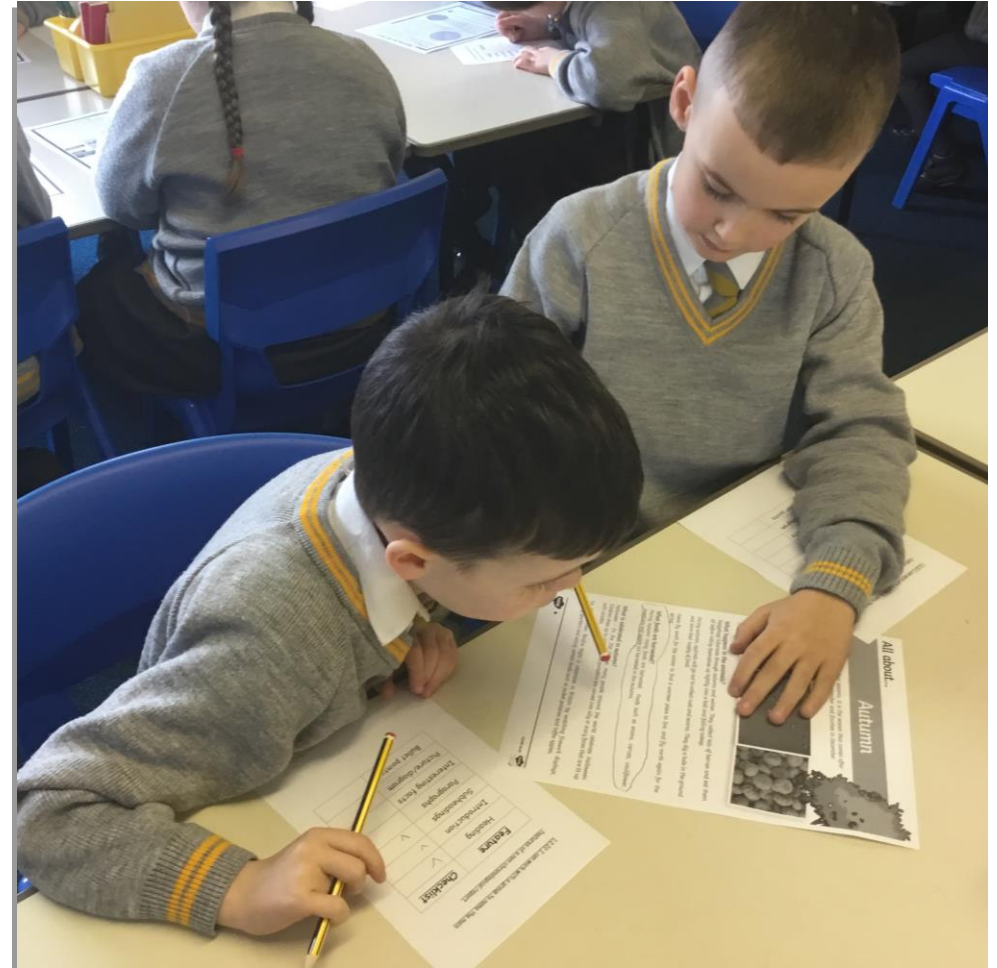
Through studying literature, pupils' eyes are opened to the human experience; they explore meaning and ambiguity as well as the beauty and power of language. (Love)

Literature is at the heart of the subject of English. It has profound effects on our thoughts and on the ways in which we experience the world. It can shape our inner lives. Drama can depict intense moral dilemmas and powerful moments in history. Poetry, because it works in special ways, can convey heartfelt emotions. Teaching literature enables children to better understand the world we live in. (Respect)

At Cheadle Catholic Infant School, we provide daily opportunities for all children to develop a love of English through speaking, listening, reading and writing. This, in turn, becomes the gateway to their success in all curriculum areas. (Shine)

At Cheadle Catholic Infant School our comprehensive and bespoke English curriculum has been designed with the needs and experiences of our children in mind. It has been developed in line with the EYFS framework and National Curriculum.

The study of English at Cheadle Catholic Infant School develops children's ability to listen, speak, read and write for a wide range of purposes, so using language to learn and communicate ideas, views and feelings. All the skills of language also help to develop our children culturally, emotionally, intellectually, socially and spiritually. They are, therefore, essential skills to enable them to participate fully as members of society. Our school gives a very high priority to children's development in English, as we know it underpins development in all other curriculum areas.



Implementation and Impact

At Cheadle Catholic Infant School we ensure all English lessons are inclusive, well planned and sequential. This ensures that all children are given the best possible chance to succeed and develop the skills and knowledge they will need to achieve at the end of Key Stage 1 and beyond.

Teaching may include shared reading or writing activities, focused word or sentence level activities, guided group activities or whole class activities. Lessons may also involve independent activities or activities which involve children working in pairs. Children will have the opportunity to experience a wide range of texts and use a variety of resources. They will use many aspects of drama to help them to develop their imaginations and enhance their ability to be creative.

Wherever possible we encourage children to use and apply their learning in other areas of the curriculum.

Implementation

Our aims

- Deliver an engaging and exciting curriculum that helps to develop a love of reading and writing and inspires children to want to become independent readers and writers.



How will we achieve our aims?

A Consistent and Systematic Approach

English is taught daily throughout EYFS and KS1 and begins with an interesting and exciting text.

Whole class and inclusive teaching comprises visual stimuli, DEAL activities, talk partner work and practise of skills so that all our children become confident and competent learners.

Phonics is taught daily in EYFS and KS1 through the *READ WRITE INC* scheme. Phonic lessons include handwriting, spelling and sentence practise as well as the practise of sounds and the sharing of high-quality texts which are read systematically.

These organised and efficient approaches allow children to develop oracy skills and widen their vocabulary choices, whilst deepening their understanding of what it means to be a fluent reader and writer.

Speaking and Listening

Our aims

- Support children to be articulate and confident communicators who express themselves well and enhance their learning through questioning and engaging discussions.
- Encourage imagination through DEAL drama activities and many interesting and exciting texts.
- Support children to express their thoughts and ideas clearly and creatively through the written word



How will we achieve our aims?

Rigorous vocabulary development

Throughout the school we teach specific tier 2 and 3 vocabulary in order to widen the children's understanding of the meaning of words, to improve their speech and to encourage them to extend their use of vocabulary in their writing. Vocabulary is chosen and taught from texts that are linked to English learning, but also subject based words linked to specific topics in other areas of the curriculum. Vocabulary is displayed around each classroom and a 'Word of the Week/day' is explored in each year group.

Strong oracy and drama development.

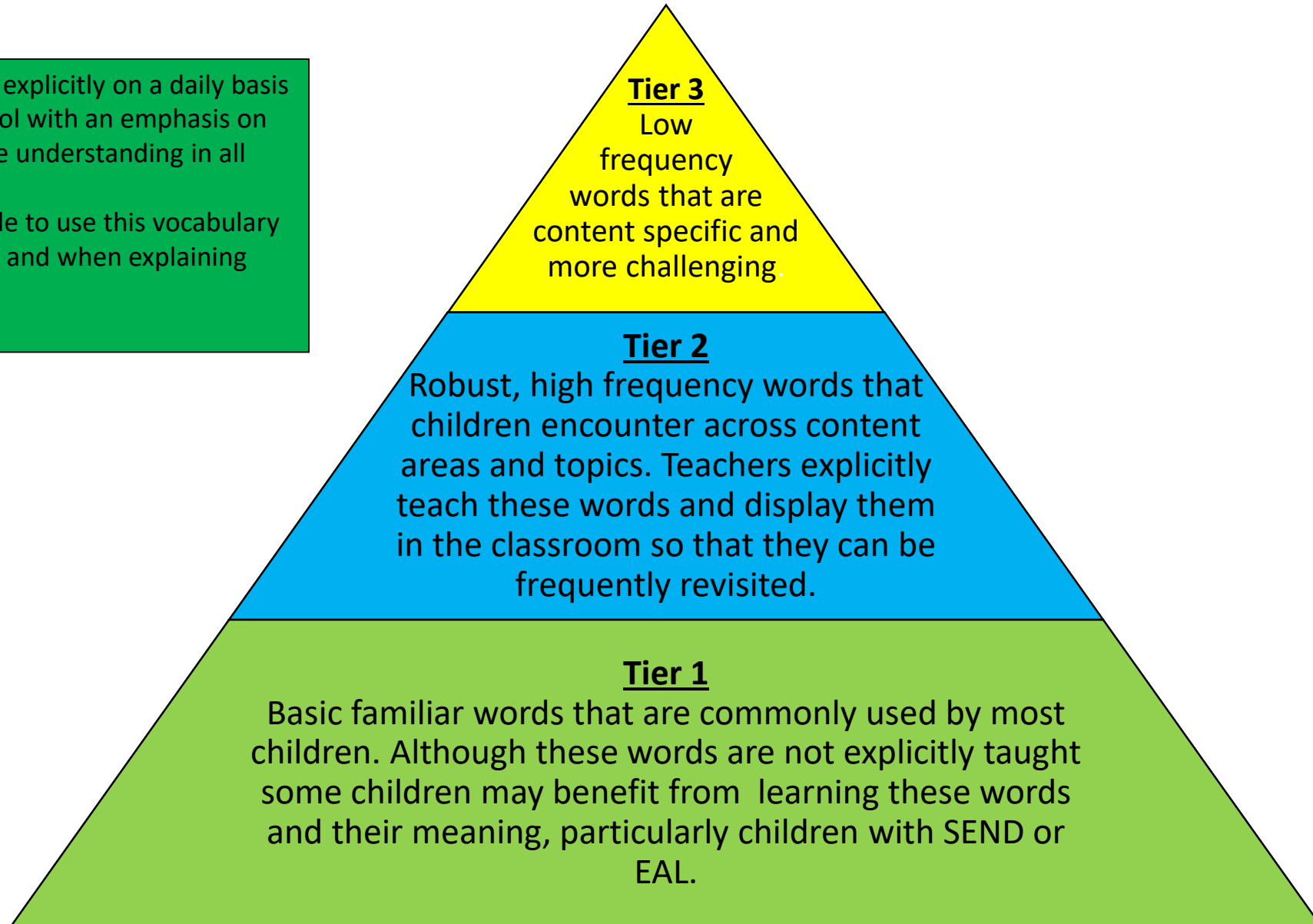
For children to become fluent, creative writers they are encouraged to express ideas through speaking and listening opportunities. including talk partner work, roleplay and hot seating. These include our DEAL activities such as improvisation, the magic microphone, hot seating, defining the space, conscience alley and tableaux.

These lively, interactive learning exchanges provide all children with the tools and knowledge necessary to become confident speakers and successful writers.

Poetry Exploration

Children explore a range of poetry in all year groups through a 'poem of the week'. Specific poetry types are taught in Key Stage 1. Children can solidify their understanding of poetry techniques, enhance their skills at crafting effective poems and practice performing poetry.

Vocabulary is taught explicitly on a daily basis throughout the school with an emphasis on words to help secure understanding in all curriculum areas. Children are then able to use this vocabulary in their written work and when explaining verbally.



Reading - Phonics

Our aims

- Deliver daily phonics through a high-quality phonics programme (READ, WRITE INC) and consistently implement it to equip children with the skills they need to decode and become fluent readers.
- Provide children with books that are matched to their phonic ability so that they can be successful when practising.
- Support children with phonic progression through ongoing assessments and targeting intervention.
- Ensure the highest number of children possible pass the phonics screening check in Year 1.



How will we achieve our aims?

Strong Phonic teaching

All children have a daily phonic lesson which includes the systematic and sequential teaching of phonemes and their written grapheme equivalent. All phonic lessons follow the same format ensuring consistency of phonic teaching throughout the school. All phonic lessons include handwriting, spelling and sentence practice. They also include the sharing of high-quality texts which are read systematically. These texts also include the introduction of new vocabulary and comprehension activities which ensure all our children develop into well rounded and confident readers.

Access to appropriate books.

Integrated into the phonics programme are high quality reading books that match to each grapheme the children learn. This ensures that the children can apply their phonetic knowledge in context and with confidence.

Rigorous assessment

Embedded into the phonics programme are half termly assessments which allow teachers to identify any children that need extra support and those who are progressing rapidly.

Reading - Comprehension

Our aims

- Provide children with the skills to ensure they can read confidently and with a secure understanding.
- Ensure reading is a transferable skill and that children are reading across the curriculum.
- Develop a consistent approach to teaching reading.
- Support children with reading progression through ongoing assessments.



How will we achieve our aims?

Daily modelled reading.

All teachers model reading with fluency at regular times during the day and in all curriculum areas. All classes have a daily 'story time' where children can listen to expressive voice, join in with repetition and answer questions about a text.

Strong teaching of reading comprehension through 'VIPERS' reading domains.

Children throughout the school have daily practise of shared reading during phonic lessons. During these lessons the key skills of retrieval (fastest finger), inference (have a think), vocabulary, prediction, explanation and sequencing are taught. Children in KS1 have weekly 'shared reading' lessons in which all of the VIPERS domains are taught sequentially and systematically through a shared text.

Tracked home reading

All children take home reading books linked to their phonic knowledge and understanding. Children are heard read on a weekly basis and their progress is tracked by the class teacher.

Rigorous assessment

Children in KS1 who are reading with a good level of fluency complete termly NFER assessments which enable teachers to track their comprehension when reading for meaning.

Reading for Pleasure

Our aims

- Create a culture where children read for pleasure and enjoy sharing and discussing a variety of books.



How will we achieve our aims?

High Quality Texts

Throughout the school children have access to a range of high-quality texts and visual stimuli which spark imagination and inspire ideas for writing. All English lessons begin with a book!

As a member of the Cheshire Library Service teachers regularly update books available in each class reading area as well as order books linked to topics studied in other areas of the curriculum. The school librarian ensures books in our school library cover a range of genre and every child borrows a book to take home each week.

Essential story time.

Teachers read to children in all curriculum areas and 'story time' is a key part of the day. Throughout the school, children have a daily reading session where books are chosen together to be celebrated and enjoyed.

Allocated time for free reading

We recognise that to develop a lifelong love of reading, reading for pleasure should be encouraged, modelled and celebrated. All classes make use of book corners and our school library and DEAR (Drop Everything and Read) sessions are ongoing. These are developing to be 'sociable not solitary' so that children have many opportunities to discuss books and make recommendations. All classes have a 'class author' with a range of books to explore and discuss so that everyone can discuss an author they know.

All children are given the opportunity to borrow a book from our school library every week so that reading for pleasure can be celebrated at home.

Exciting and interesting reading activities

All classes engage in exciting activities to encourage reading for pleasure such as 'The battle of the Books', our reading café, and 'The mystery reader'. Children in Year 2 who are chosen to be 'Reading Champions' encourage the children to read for pleasure throughout the school and meet with the school librarian each week.

Diversity of texts

Books are chosen to be diverse so that every child feels represented and can see themselves within a story.

Writing

Our aims

- Deliver an engaging and exciting curriculum that helps develop a love of writing and inspires children to want to write.
- Support children to express their thoughts and ideas clearly and creatively through the written word.
- Provide children with essential skills in grammar, spelling, punctuation and composition.
- Develop children into writers with an understanding of the writing process including proof-reading and editing to enhance their work.
- Create a culture where children love to write and take pride in their writing.



How will we achieve our aims?

[A clear writing process](#)

Effective composition involves forming, articulating and communicating ideas and then organizing them coherently for a reader. This requires clarity, awareness of the audience purpose, context and an increasingly wide knowledge of vocabulary, spelling and grammar. Lessons are structured to allow children to discuss ideas for writing before forming written pieces. Children are taught essential knowledge and skills to craft a piece of writing and sufficient time is given to ensure quality pieces of work. In Year 2 children are given the opportunity to plan, draft and edit their work.

[All lessons begin with a book](#)

Throughout the school all writing begins with a book as a stimulus to write.

[Writing for a range of purposes](#)

All children are given opportunities to write for a range of purposes. These include writing to entertain, inform, discuss, describe, instruct, persuade and explain. This is developed and strengthened as pupils move up the school, with children enhancing their understanding of how to write well and seeing themselves as authors.

[Strong grammar teaching](#)

Children are taught to use and understand precise grammatical terminology and lessons teach the skills of correct grammar and the use of punctuation.

[Rigorous and consistent spelling teaching](#)

Spelling is specifically taught everyday during phonic lessons and during specific spelling time in KS1. Teachers follow a scheme of work for spelling that ensures all opportunities to practise common exception words and spelling patterns. Children have spellings to work to practise at home and revise these together in school each day. Teachers use different colours to teach words in parts and children have a word bank attached to their English books to help them remember common spellings that they find difficult. Teachers have high expectations of spellings during independent writing times.

[Correct handwriting formation and progression to cursive script](#)

Correct handwriting formation is taught through phonic lessons in EYFS and is practised daily. Year 1 children who are confident with printing lessons are introduced to cursive handwriting which is further developed in Year 2.

[Rigorous assessment](#)

Teachers assess a piece of written work once each half term against specific criteria. This enables them to make informed judgements about children's progress and informs planning. Year 2 teachers attend moderation meetings with other school in the cluster group to ensure consistency in writing assessment and standards.

Impact

The impact of implementing our aims will be:

- Communication skills are strengthened and children can articulate themselves well.
- Children know and can use a wide range of vocabulary.
- Children can decode, segment and blend confidently and are quickly ready to move from 'learning to read' to 'reading to learn'.
- Children feel successful in reading and are more willing to read because books are matched to their needs.
- A high percentage of children pass the phonics screening test in Year 1.
- A high percentage of pupils are fluent and confident readers by the end of KS1.
- Children display enthusiasm for reading and choose to read for meaning and pleasure by engaging in and listening to high quality texts.
- Children are interested to read in other subject areas and, as a result, their skills and understanding are advanced.
- Writing is high quality and children use ambitious vocabulary within their work.
- Children have strong writing skills that allow them to access the whole curriculum.
- Children's understanding of the writing process helps them to make good progress with a high percentage reaching age-related expectations.

EYFS

We teach English in Nursery and Reception as an integral part of each day.

As the Reception class is part of the Foundation Stage of the National Curriculum, we relate the English aspects of the children's work to the objectives set out in the Early Learning Goals. These underpin the curriculum planning for children aged three to five under the headings 'Communication and Language' (Listening and Attention and Speaking) and 'Literacy' (Comprehension, Word Reading and Writing).

We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully and to practise and extend their vocabulary and communication skills.

They have the opportunity to explore words and texts in a language rich environment, to enjoy them, to learn about them and to use them in a variety of situations, both indoors and outside.

The story writing process begins with 'Tales Toolkit' where children learn the structure of a story and explore settings and characters.

Mark making is encouraged in all areas of EYFS and specific writing tasks are given with a purpose both indoors and outdoors.

Handwriting formation begins in phonic lesson as each initial sound is taught.



Pedagogy – How are lessons structured?

1. All reading and writing lessons begin with a text. Texts, and parts of texts are repeated to secure understanding.
2. Introduce new learning including new vocabulary-‘my turn, your turn.’
3. Learning is progressive and built on over a number of lessons to culminate in a piece of work.
4. DEAL, group work, talk partner work, peer support
5. Recording of new learning in a variety of ways
6. Mini plenaries – What have we learnt today? Have I improved my understanding today? Have I worked independently and shown my teacher how much I understand?

Pedagogy - What are the plans for retention of knowledge and skills?

- Can you still? Recall new vocabulary? New spellings? New grammatical features?
- 'Sticky learning'- rhymes and gestures.
- Repetition of learning, daily learning.
- 'tap and tell' – sounds and spellings
- spelling cards
- coloured spellings.

Assessment – measuring progress, knowledge and understanding.

Summative

- EYFS speaking and listening, reading and writing assessed against ELG (Early Learning Goals) to measure progress towards GLD (Good Level of Development).
- Phonic assessments half termly scrutinised by year group leader and phonic leader to ensure fluidity of groups.
- KS1 NFER reading assessments from Summer term in Year 1 and termly.
- Writing assessed through KS1 TAF (Teacher Assessment Frameworks) and modified for Year 1 and EYFS.
- Writing moderated as year groups, as a school and within local cluster groups to ensure consistency.

Formative

- Observation, discussion and marking of written work.
- Pupil voice
- Spelling quizzes
- Marking with pink and green highlights good understanding and points for revision.
- Weekly independent reading and writing activities assessed against reading domains (vocabulary, inference, prediction, explanation, retrieval and sequencing) and writing targets.

How can we make English learning accessible to children with SEND in our school?

- Some children at Cheadle Catholic Infant School have been identified as having Special Educational Needs and/or Disabilities.
- We understand that within this group, the strengths and requirements of the children vary greatly but we know that in general terms there are barriers which prevent them from achieving in line with end of Key Stage expectations in English.
- Therefore, we needed to develop strategies to help them learn and retain phonic sounds, spellings and vocabulary.
- This means we will ensure that all children are engaged in their learning and given the best possible chance to achieve their potential.

Strategy 1- Repeated learning

- Phonic sounds, spellings and new vocabulary are repeated so that they become more familiar.
- 1:1 daily practise of phonic sounds and reading words.
- Texts are repeated at the beginning of each lesson.
- Drama to support story sequencing and retention.

Strategy 2 – Collaborative learning

- Group work
- Paired work- mixed ability
- Whole class collaboration

Strategy 3- scaffolding/differentiation

- Spelling cards and differentiated targets.
- Differentiated phonic group learning based on regular assessment to ensure fluidity within groups.
- Writing scaffolds.

Strategy 4- Duration of activities.

- Lessons are broken down into short, concise activities
- Information is presented in small chunks.

Inclusion – Challenge and adaptation. Reading

Quality texts as drivers throughout the whole school.

A focus on building the reading building blocks whilst developing depth of understanding of texts

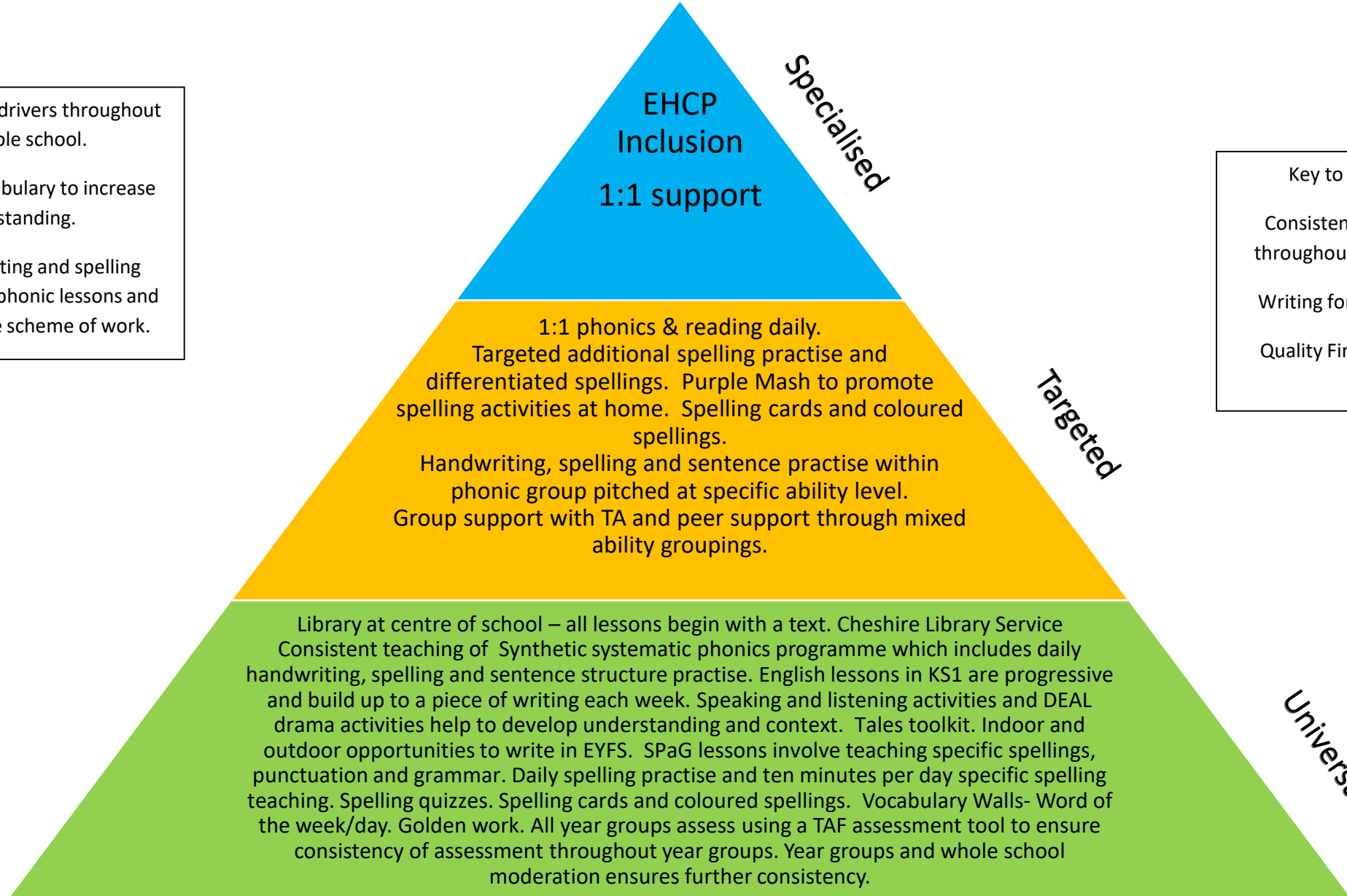


Inclusion – Challenge and adaptation. Writing

Quality texts as drivers throughout the whole school.

A focus on vocabulary to increase understanding.

Daily handwriting and spelling practice within phonic lessons and with a bespoke scheme of work.



Key to success:

Consistent approach throughout the school.

Writing for a purpose.

Quality First Teaching

Pupil Voice

Children in EYFS can discuss learning to read

In phonics we learn sounds and read books.



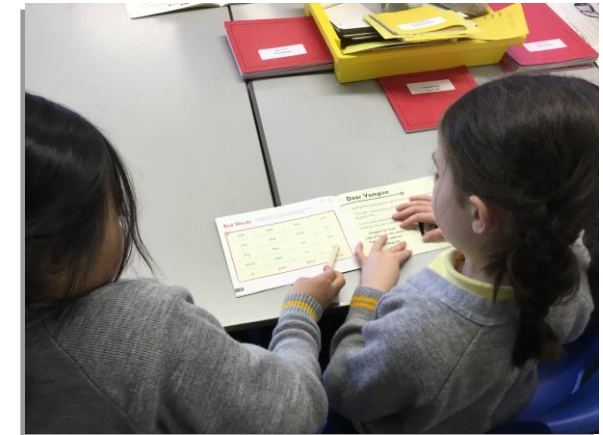
We learn that letters make different sounds



We use our 'Fred talk' to read words. We practise our green words.



We practise red words. We know them. You can't Fred a red!



Pupil Voice KS1

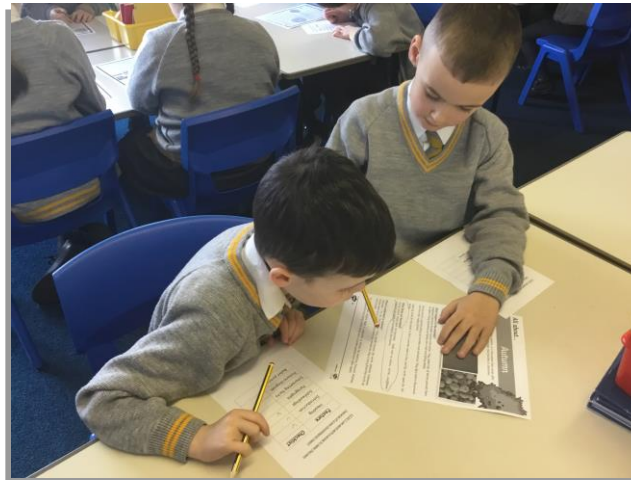
Children in KS1 can discuss learning to read

VIPERS means
vocabulary,
inference, predict,
explain, retrieve,
sequence

We share stories
and answer
questions. That is
called retrieval.

Inference
means
guessing!

I like sharing stories
with my partner. We
take turns. I help her
and she helps me.



Pupil Voice KS1

Children in KS1 can discuss our DEAL activities

Drama helps us to remember so then we know what to write.



When we make parts of the story in our classroom it helps me to feel like I'm actually there and that helps me with my writing.



We love drama! My teacher brings round a pretend microphone.



It gives me more information and then I know what I'm doing.



Pupil Voice KS1

Children in KS1 can discuss reading for pleasure

I love our library! I like borrowing books because you get to take them home and read them and then bring them home and then pick a new one!

I love story time

In the library we get to pick new books. I love fact books, especially about animals.

I get to read new books all the time!



Pupil Voice KS1

Children in KS1 can discuss learning to spell.

We learn spellings in phonics. We use our 'Fred fingers'.



We practise our spellings in the morning. My teacher writes the words in different colours and that helps me to see the tricky bits.

Practise spelling these words:

If you finish writing each one five times, have a go at putting them into sentences.



Spell the tricky part with your green pen

school
friend
house
our
are

We practise our spellings again in the afternoon. Those are the ones we learn at home too.

My teacher uses her green pen to help me with my spellings. I have to check it first.



Pupil Voice KS1

Children in KS1 can discuss learning vocabulary.

Vocabulary is new words. My teacher writes them on the classroom walls.

We have a 'Word of the Week'. This week it is 'disappointed' and before that it was 'gigantic'.

When I learn new vocabulary I can write it in my work.

My teacher says 'my turn, your turn' to help us remember new words.



Subject evaluation - How do I find out about what's going well and what needs to improve?

- Subject leader days
- Regular book looks
- Learning Walks
- Classroom observations
- Pupil Voice
- Collection and scrutiny of termly assessment data.

Strengths

- **Schemes of work:** Clear coverage and progression.
- **Phonic teaching:** consistent, progressive teaching and sequential learning informed by regular assessments.
- **Reading for pleasure:** Books and reading are the foundation of all teaching.
- **Bespoke and engaging lessons** driven by carefully chosen texts and high-quality teaching that ensures learning is sequential and progressive.
- **Regular subject monitoring** to ensure open dialogue between subject leaders and class teachers.
- **Policy:** Clear and outlined for staff – working walls, presentation of work.

Next steps

- **2024 - 25 Monitoring:** Pupil voice, lessons and book looks.
- **Outcomes in books:** impact of scheme on spelling, handwriting and greater depth.
- **Writing moderation:** Individual Year group TAF's and whole school moderation to ensure consistency in the assessment process.
- **Phonics data:** Follow up on 1:1 tuition for those children who need it.
- **Staff CPD:** Regular phonics training for all staff to ensure phonic teaching continues to be consistent throughout the school.