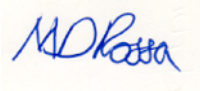


Christ the King Catholic Voluntary Academy

St Thomas Aquinas Catholic Multi-Academy Trust (CMAT)



English Policy 2023-24

Approved by Chair of Governors	
Date of Approval	October 2023
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1: Our Mission and Values

'Christ the King welcomes everyone in our community as we share the joys of our Faith. We worship, learn and play together in the love of Jesus, helping one another to develop the talents given to us by God.'

At Christ the King, our mission is to instil a love of reading, writing and spoken word in every child. We believe that all children, irrespective of gender, ability, ethnic or cultural origins, should have equal access to all parts of the curriculum, and that teaching and learning should be structured so that each child has every opportunity to realise their personal potential in English.

*The more you read,
The more you know.
The more you know,
The smarter you grow.
The smarter you grow,
The stronger your voice,
When speaking your mind,
Or making your choice.*

2: Overview of the English Curriculum at Christ the King

2.1: Contextual information

Christ the King is a larger than average primary school that is situated on the west of Leicester City. Based in Western Park, the school serves the extensive area of three parishes with the majority coming from the New Parks, Braunstone and Fosse estates, all areas of high deprivation. The proportion of pupils with special educational needs and/or disabilities is broadly similar to the national average.

The Foundation Stage contains 80% of children from a non-white British background and 34% of children who speak English as an additional language. The majority of this group of pupils are at an early stage of learning English. The remainder are at an intermediate stage; these pupils are relatively confident speakers of English but still struggle with aspects of literacy. On entry to school, outcomes are below that expected of rising 5-year-olds. Records of achievement and profile data show that children enter the school with low starting points, particularly in communication, language and literacy due to the high proportion of those who speak no English. As a result, practitioners have to plan for, resource and assess children beginning in the nursery learning and development phase of the EYFS.

2.2: National Curriculum Programme of Study in English

Christ the King provides an ambitious curriculum for all pupils based on the National Curriculum Programmes of Study for English (2014) in all year groups to enable children to make good progress from EYFS to Year 6. English is taught daily as a stand-alone subject, split into the strands of reading and writing, which underpins all other subject areas. This is to ensure that, as a core subject, English is given appropriate time in the timetable, is taught with rigour, and is practised within other subject areas.

Reading skills, phonics, spellings, handwriting and grammar are discretely taught through daily, shared and guided reading sessions and English lessons with many opportunities for children to use and apply these skills across the curriculum. Development of speaking and listening skills are deeply embedded within and across all subject areas to support children to communicate effectively and confidently.

Due to children arriving at CTK having limited vocabulary, with entry levels that are below those nationally, particularly in communication, language and literacy, it is essential that the approach to teaching of English at CTK, particularly in phonics and reading, is inclusive and challenging for all learners. Teachers ensure gaps are filled with a range of experiences and resources through Talk for Writing. Explicit links to knowledge acquired in previous year groups are made and lessons are adapted so that all children can participate and reach end of year expectations. As there are increased levels of pupils EAL and language barriers, vocabulary is also given a central focus.

The overarching aims of the National Curriculum and the curriculum at Christ the King are to enable all pupils to:

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

2.3: Literature spine

The Christ the King literature spine, with the Pie Corbett reading list at heart of it, has been designed to develop in pupils a genuine love of literature, and an ability to respond to texts personally. The spine ensures that all English units are linked to a book which the children enjoy reading and taking inspiration from for their own writing. It also ensures that pupils are exposed to a variety of rich, quality texts in their DEAR time (Drop, Everything and Read) during which teachers read to pupils at least three times a week. These texts allow children to be exposed to cultural stories, poetry, non-fiction, inclusivity, real life heroes, and those that are representative of the children who attend CTK. Authors and poets of the month are derived from the literature spine and a range of their books are displayed in classroom reading corners.

The literature spine has a clear progression from EYFS to Year 6; it also prepares children for their learning at secondary school. Texts have been carefully selected to support development of knowledge of vocabulary (both modern and archaic), linguistic features, classic texts, narrative structure, cohesion, styles of narrator and setting (both in time and place).

Reading at Christ the King

3: The intent of the Reading Curriculum at Christ the King

Reading is at the heart of all that we do. A love of reading and a rich diet of story, rhyme and song are central to the children's learning from their very first day. From Reception to Year 6 all children experience lively and engaging reading of high-quality texts daily. We aim for all children at Christ the King to leave having experienced a great passion for reading and are able to use and apply their rich reading skills throughout their life and their secondary education.

3.1: Phonics (reading and spelling)

At Christ the King, it is believed that all our children can become fluent readers and writers. Therefore, *Little Wandle Letters and Sounds Revised*, a systematic and synthetic phonics programme, is taught. Phonics is started in Reception, following 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 children are able to tackle unfamiliar words as they read. At Christ the King, the application of the alphabetic code through phonics is modelled in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. There is a strong focus on language development as speaking and listening are crucial skills for reading and writing in all subjects.

The KS1 reading lead, who is highly skilled at teaching phonics and reading, monitors and supports teachers, teaching assistants and 1:1 teaching assistants, so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme.

3.2: Comprehension

Once children have confidently developed the knowledge, processes and cognitive functions for word reading, they then move on to developing their language comprehension. This development is supported by the explicit teaching of 15 reading strategies, as well as the development of reading fluency and prosody. By the time children leave Christ the King, they read confidently for purpose and pleasure.

3.3: Reading culture

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002); therefore, Christ the King fosters a love of reading in a variety of ways.

Through Drop Everything and Read time, children are read to for the final 15 minutes of every day. DEAR books are taken from the literature spine. As well as enjoying DEAR time, children are given ample time to read their Accelerated Reader book and take a comprehension quiz on these once they have finished. For the first 10 minutes of every afternoon, children independently read their Accelerated Reader book. Teachers and TAs listen to individual children reading during this time, aiming to hear every child read at least once per week. Every classroom has an inviting book corner that encourages a love for reading; each day, three children will enjoy their independent reading time in the reading area. We curate these books and talk about them to entice children to read a wide range of books.

Children are also taken to visit the Key Stage 1 and Key Stage 2 library weekly and fortnightly respectively and are given the chance to borrow a book to read for pleasure at home. Key Stage 2 children may also take quizzes on these books once they have finished them. In Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.

Each class is provided with a book box containing the books linked with English units, DEAR books – including books written by the same author as those read in English and DEAR – books by the author or poet of the month and non-fiction books which link with the wider curriculum. Teachers display these books in their reading corners at the appropriate times and children can take read these as their library books.

Children from Reception onwards have a home reading record. Their parent record 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. To extend this encouragement of reading for pleasure out of school and into the home, each year group has a bedtime suitcase which goes home with each child at least once per year. The suitcases contain four books which link with authors and genres on the literature spine: a short fiction or picture book, a longer fiction book, a non-fiction book and a poetry book. There are further copies of the longer fiction book in the library so that, if children enjoyed starting it at home, they can borrow it and continue to read it. The boxes also contain hot chocolate, a teddy and a reading record for children and parents to write in their book reviews. 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.

In order to provide a range of new, diverse and exciting books for the children, Christ the King takes part in the Scholastics Book Fair twice per year. The school receives 100% commission for all books purchased by families. These books are then added to our library. In addition, Year 2 and Year 5 take part in the Leicester Libraries and WiT scheme: Our Best Book and Our best Picture Book. This not only provides these children with a range of exciting new books to experience, it also provides the school with over 200 brand new books over the year to add to the library and class reading boxes.

3.4: Reading rewards

All children aim to be a Rainbow Reader at Christ the King. Each week, if children record that they have read four times or more in their reading diaries, they will receive a gold star sticker. At the end of the half term, if the child has received a gold star each week, they receive a rainbow reader badge and certificate.

Key Stage 1 classes compete in a reading race in which each child aims to complete a racetrack, having an adult sign it each time they read at home. The class with the most completed racetracks at the end of a half term select a treat to enjoy. Key Stage 2 classes take part in a word count competition in which the class in each phase with the highest number of words read in a half term, according to Accelerated Reader, are allowed to select a class treat.

Individual word millionaires (Key Stage 2 children who have read one million words) are given a special mention and a certificate in assembly.

4: The Implementation of the Reading Curriculum at Christ the King

4.1: Phonics and early reading

4.1(i): Foundations for phonics

Christ the King provides 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.

Christ the King ensures children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

4.1 (ii): Daily phonics lessons in Reception and Year 1

Phonics is taught 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, the week's teaching is reviewed to support children become fluent readers.

Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.

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 Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

4.1 (iii): 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.

Daily phonics lessons are timetabled for any child in Year 2 and above 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. Rapid Catch-up assessments are used to identify the gaps in phonic knowledge, and these are taught to, using the Rapid Catch-up resources. These short, sharp lessons last 15-20 minutes daily and have been designed to ensure children quickly catch up to age-related expectations in reading.

4.1 (iv): Teaching reading: Reading practice sessions three times a week

Children are taught to read through practice sessions three times a week. 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 using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids on pages 11–20 of 'Application of phonics to reading',
- 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 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 of punctuation 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 they quickly learn to blend and can begin to read books.

In Years 2 and 3, teaching of reading is continued in this way for any children who still need to practise reading with decodable books.

4.1 (v): Home reading

The decodable reading practice book is taken home to ensure success is shared with the family. The *Little Wandle Letters and Sounds Revised* parents' resources engage families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

Reading for pleasure books also go home for parents to share and read to children. The research behind the importance and impact of sharing quality children's books is shared with parents through workshops, leaflets and the *Everybody read!* resources.

4.1 (vi): Additional reading support for vulnerable children

Children in Reception and Year 1, who are receiving additional phonics Keep-up sessions, read their reading practice book to an adult daily.

4.1 (vii): Ensuring consistency and pace of progress

Every teacher at Christ the King has been trained to teach reading, expectations of progress are consistent across the school. Language, routines and resources are coherent with all adults, 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.

4.2: Wider reading

As children secure their ability to read phonetically decodable texts and develop as independent readers, their understanding of reading is widened within shared reading lessons.

Fluency in reading is prioritised and is modelled by the teacher in a range of lessons throughout the week. Children practise reading fluency and prosody through choral, whole class reading, paired reading and 1:1 reading during shared reading sessions and intervention. Children are also expected to read at least four times for thirty minutes with an adult at home each week and these expectations are communicated clearly with parents at the beginning of, and throughout, the year.

Throughout KS2, children learn to use 15 disciplinary reading skills interchangeably in order to understand a text: reading fluently, visualising, using background knowledge, linking information, wondering, predicting, summarising, identifying themes, clarifying, skimming, scanning, discussion, understanding writers' choices, understanding language, structure and presentation, and making inferences.

The disciplinary skills are reviewed and built upon year on year, with a focus on fluency, word reading and clarifying vocabulary. Children review 'what a good reader does to understand a text' and explain why or how to use each disciplinary skill.

4.3: Shared reading lesson structure

A one hour shared reading session is taught every Tuesday morning. During these lessons, fluent and expressive reading is modelled by the teacher, as are the 15 disciplinary reading skills. Each year group reads one novel per term through these lessons, the texts having been selected for their challenge, quality, progression and representation.

Every shared reading lesson is taught using the following structure:

- Fluency practice: the final 1.5 minutes worth of reading from the previous chapter is first modelled by the teacher, chorally read as a class, read to a partner in paired reading, modelled by one child. During paired reading, the teacher and TA will listen to individual target children reading.
- Vocabulary instruction: two tier two words, which will be read in this lesson's reading, are explored through their definitions, using them in context, their etymology and connections through the root word.
- Close reading: teacher reads to the children and pauses at appropriate, pre-planned moments to model and allow children to apply reading skills such as visualising, predicting, wondering, clarifying etc.
- Talking point discussion: children are presented with a question about this lesson's reading and are encouraged to openly discuss their ideas as a class – no hands-up.
- Comprehension strategies practice: children are given one comprehension question to answer in their book.

4.4: Vocabulary

Vocabulary is explicitly taught in shared reading sessions. Each week, two tier two words are taught from that week's shared reading chapters, ensuring these are the two words which children are most likely to utilise. Children search for the definition of the word in the dictionary before writing sentences which uses the word in context. As a class this is then explored further through looking at the word's origin and its relationships to other words linked to its origin, structure and meaning. Children will then encounter these words in their reading for that week; the words and definitions are then reviewed through quizzing and teachers model using these words in writing lessons.

Children are also taught, through shared reading lessons, to use the 'context, knowledge, word class, replace' structure to clarify other unfamiliar vocabulary.

4.5: Formative Assessment in Reading

During shared reading sessions, and independent reading for pleasure sessions, children are given immediate feedback on their reading aloud as well as their understanding and use of the reading skills. Teachers and TAs note on reading record sheets children's participation and next steps.

Children in Year 2 are assessed in reading against the PM bench marking levels in order to monitor the gains in children's reading progress and identify any gaps.

Once children have read their Accelerated Reader book, they take a comprehension quiz on that book. Teachers and teaching assistants check these scores and, should the child not be passing their quizzes, or their scores not improve, the teacher works closely with the child to select an appropriate book for their reading level. They may also take the STAR reader quiz again to gain a more accurate ZPD (Zone of Proximal Development).

4.6: Children with Special Educational Needs

At Christ the King, all children, irrespective of gender, ability, ethnic or cultural origins, have equal access to all parts of the curriculum; teaching and learning is structured so that each child has every opportunity to realise personal potential within reading. In shared reading lessons, children learn in mixed ability pairs to enable children to support and be supported. All children benefit from watching and listening to other children reading and demonstrating their use of reading skills.

4.7: Catering for 'More Able' Children

All teaching and learning in reading should show progress and support children to deepen their understanding. All learning builds upon prior knowledge and all children are challenged.

Monthly reading challenges are posted to engage and challenge our higher-attaining pupils (all children are given the opportunity to take part).

4.8: Intervention in reading

Using tracking data, combined with teacher's knowledge of children's progress, children who are underachieving in reading are identified and placed into intervention groups. These programmes are intended to accelerate progress of individual children, identifying gaps in learning and providing targeted support for these children.

Lower attaining and disadvantaged children receive 1:1 reading at school. Over the year, a range of children are also invited to attend Reading Crew before school three days per week and either coach a younger child or be coached by an older child. Again, these children are carefully selected, and it is those who require extra reading miles or nurturing within reading which are asked to attend.

4.9: The Role of the Teaching Assistant

All adults working with the children are used effectively to develop the children's knowledge and are aware of the focus children for the classes they work in. During shared reading, teaching assistants and teachers work with targeted pupils who have been identified as needing extra support or encouragement so that they can participate to the best of their ability and gain the most from the lesson.

4.10: Continual Professional Development

The school delivers up to date training on the Little Wandle synthetic phonics programme yearly and termly to existing and new staff to ensure that all staff have access to high quality professional development and are kept up to date on new developments and research in phonics and early reading. Leaders keep up to date with monthly twilight training and the Little Wandle weekly membership email.

Over the past few years, CTK has worked alongside the local authority in training and rolling out the exemplary reading leadership training. Needs for CPD are identified through regular monitoring and the English leads provide opportunities for all staff to explore and develop their subject knowledge through regular staff meetings, collaborative planning and teacher research groups.

5: The Impact of the Reading Curriculum at Christ the King

Reading at Christ the King is interactive and engaging, with content made relevant to children's real-world experiences and contextualised to support consolidation of knowledge and skills. Children should approach reading with confidence and enthusiasm, viewing tasks and challenges with self-assuredness and a willingness to collaborate.

5.1: Assessment

Assessment at Christ the King is continuous and ongoing. It is used to monitor progress and to identify any child needing additional support as soon as they need it.

By having ample opportunity to read a wide range of high-quality texts, our children are encouraged to find a passion for reading that develops year on year. Due to this rich reading diet, provided by a range of phonic books, AR books, library books, carefully selected DEAR books and books linked to our writing and foundation subjects, children are well prepared for assessment in reading.

Assessment in early reading

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 for Reception and Year 1 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.

Fluency assessments measure children's accuracy and reading speed in short one-minute assessments. They are used:

- In Year 1, when children are reading the Phase 5 set 3, 4 and 5 books.
- With children following the Rapid Catch-up programme in Years 2 to 6, when they are reading the Phase 5 set 3, 4 and 5 books.
- To assess when children are ready to exit their programme. For Year 1 children, this is when they read the final fluency assessment at 60–70+ words per minute. Older children can exit the Rapid Catch-up programme when they read the final fluency assessment at 90+ words per minute. At these levels, children should have sufficient fluency to tackle any book at age-related expectations. After exiting their programme, children do not need to read any more fully decodable books.

A **placement assessment** is used:

- With any child new to the school in [Reception](#) and [Year 1](#) to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.

The **Rapid Catch-up assessment** is used

- With any child new to the school in Year 2 and above to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.

Statutory assessment

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

Ongoing assessment for Rapid Catch-up in Years 2 to 6

Children in Year 2 to 6 are assessed through:

- The Rapid Catch-up initial assessment to quickly identify any gaps in their phonic knowledge and plan appropriate teaching.
- The Rapid Catch-up summative assessments to assess progress and inform teaching.
- The Rapid Catch-up fluency assessments when children are reading the Phase 5 set 3, 4 and 5 books for age 7+.

The fluency assessments measure children's accuracy and reading speed in short one-minute assessments. They also assess when children are ready to exit the Rapid Catch-up programme, which is when they read the final fluency assessment at 90+ words per minute.

PM bench-marking assessment is used to inform staff for book banded book matches in Year Two to Year Six and to identify any need for early intervention.

Assessment in Key Stage 2

All Key Stage 2 children take a STAR reader quiz four times per year (Advent 1, Advent 2, Lent 2, Pentecost 2). This provides teachers with in-depth analysis of children's reading ability as well as a reading range (ZPD). ZPDs provide children with a range of books to read across and within so that they are encouraged to read widely.

Children in Years 3-5 complete NTS tests at the end of each term to inform teachers' summative assessments; children in Year 6 complete past SATs papers. These assessments are analysed and form the basis of planning for the following term as well as in-class support and intervention groups.

5.2: Monitoring

English Leads, Senior Leaders and the Director for Performance and Standards conduct termly pupil voice interviews to assess for consistency in implementation.

English Leads, Senior Leaders and SEND leads conduct SEND learning walks and conduct SEND pupil voice interviews on a termly basis.

5.3: Attainment and Progress

Attainment and progress are measured through the assessment process outlined above. Pupil progress meetings are held on a termly basis with Senior Leaders.

Teacher assessment information is used by the English subject leader/SEND Leads to amend any intervention groups and ensure that those children who are not working at age related expectations are provided with the support they need.

Writing at Christ the King

6: The intent of the Writing Curriculum at Christ the King

Confidence and competence in the use of the written word is essential to the communication of meaning. Our aims are to ensure that the children:

- Know that writing is a process over which they have control.
- Enjoy playing with language and writing for pleasure.
- Write appropriately for specific real or imaginary audiences.
- Write for a variety of real reasons and in context.
- Write clearly, legibly and accurately with attention to punctuation, spelling and grammar.

- Use speaking, drafting and proof reading as part of the writing process.
- Aspire to independent writing that is clear, imaginative and of high quality.

7: The Implementation of the Writing Curriculum at Christ the King

At Christ the King, Pie Corbett's Talk for Writing is followed to engage, scaffold and support children to become independent writers. Through carefully constructed sequences of lessons, a range of practical and real-life experiences for writing, and discrete, contextualised grammar lessons, the writing curriculum secures the knowledge, processes and foundational skills needed for successful writing: knowledge about the topic and knowledge about how to write. Pupils write frequently, for a range of audiences and purposes; they are also taught to master the writing process: reading, developing ideas, planning, drafting, writing and editing. Throughout this process, verbal practice, shared writing and worked examples are used to guide and develop writing.

All children are exposed to high quality texts which are used to challenge, enthuse and engage.

7.1: Sequencing of a writing unit at Christ the King

Cold write: children are appropriately scaffolded to write a text in the genre being studied during the unit. Teachers mark, give feedback and adapt planning based on what children are already confident in and where they need support.

Read as a reader: children come to understand the effect the text has on the reader – the effect they need to create in their own writing. As a whole class, the model text or novel is analysed, thinking about the audience and purpose of the text; the intended effect on the reader; what causes that effect; and any vocabulary that requires clarifying or banking.

Read as a writer: children take a detailed look into how the writer has crafted the text. As a whole class, the model text is zoomed in on from looking at the structure of paragraphs, then of sentences, then of specific vocabulary.

Discrete grammar lessons: new grammar needed for this writing is taught in a series of discrete grammar lessons. Any practice that the children have of using the new grammar is written within the context of the stimulus for the hot write to lower the cognitive load for the children.

Shared write: as a whole class, a text of the same genre, about a similar stimulus is written. The teacher scribes the children's ideas on the board – offering, banking and excavating suggestions – and the class chorally proofreads each paragraph before the teacher rubs the work off and the children write the paragraph themselves. This allows the children to practise writing the genre, without the cognitive load being too high.

Planning: teacher models planning a piece of writing of the same genre, but a similar stimulus. Children independently plan their own piece of work.

Worked example: teacher models the writing process, using their plan from previous lesson, making some intentional errors in order to proofread while writing.

Independent writing: children independently write their own text.

Editing: children are taught, through modelling, how to, first, proofread their work for errors in punctuation, spelling and grammar; and, secondly, to revise their work, developing sentence structure, vocabulary and cohesion.

7.2: Formative Assessment in writing

Children's writing is continually assessed through marking and feedback. At different points during the writing process, teachers mark their children's writing, giving immediate feedback. It is an expectation that once this feedback is given, the child is encouraged to practise and develop this particular area of their writing and show this in following pieces of work.

Pupils' writing is moderated at least once per term and their progress is discussed with English leads and SLT.

7.3: Spelling

National Curriculum requirements for spelling are supplemented by the 'No nonsense spelling' scheme from Year 2 to Year 6. Discrete spelling lessons are taught five times per fortnight and focus on the following areas of spelling:

- Sound – symbol relationships.
- Regular patterns in words and non-standard words.
- The structure of words, compound/complex words, prefixes, suffixes, roots and origins.
- Common exception words and high interest words associated with topics, etc.

Spellings are learnt contextually. In Key Stage 1 spellings are taught through phonic lessons. Children are made aware of patterns during shared reading. In Key Stage 2 children are taught explicitly the phonetic patterns and common exception words for each year group. They are regularly tested in dictation exercises.

7.4: Grammar and Punctuation

National Curriculum requirements for grammar are taught within the context of English units being studied in each year group. Accuracy in punctuation is given high priority through non-negotiables. Explicit teaching on what constitutes a sentence is reinforced continually and children are given regular practice in sentence building.

7.5: Non negotiables

Writing non negotiables are used at Christ the King with the aim to improve accuracy in writing. Each year group has ten non negotiables which are introduced over the year: one spelling rule and one grammar rule per half term (no new rules in Pentecost 2). These are spelling and grammar features which have already been learnt by the children, either in a previous year group or previously in their current year. These features should, therefore, be seen in all writing and the non-negotiables provide support for the children to remember to use them.

When new non-negotiables are introduced, the grammar and spelling features are reviewed and teachers explicitly model how to use them in writing. Children are then expected to use them in all writing and they understand that it is these grammar and spelling features that their teachers look for when marking and will discuss in feedback sessions.

For children who are working below year group, or those who have a particular area of grammar or spelling that they are struggling with, teachers may use their discretion to select individualised non-negotiables for them.

7.6: Handwriting

Letter formation is taught from Reception, with emphasis on correct holding of the pencil and correct letter formation. A programme of Read Write Inc is used as a teaching aid for all children, to develop the motor skills necessary for handwriting.

From Year 1 to Year 6 there are weekly discrete lessons using the Berol Handwriting scheme to demonstrate the correct techniques. These include using diagonal flicks and horizontal joins. Follow up independent practice takes place during Guided Writing. Links are made to spelling especially in Key Stage 2 where cursive writing is adopted. Children are expected to use neat, legible writing throughout the wider curriculum. Where children are struggling, intervention is carried out in small, assisted groups as early as possible. Twice a year we hold a handwriting competition to promote handwriting in our school and prizes are given for 1st, 2nd and most improved places.

7.7: Children with Special Educational Needs

Children with SEND, or those who are working more than one year below their year group, are given individualised support in order to keep up with the writing they do in class. This may be in the form of a pre-teach, a keep up intervention, or grammar lessons which are bespoke to the needs of individuals or small groups within their year group.

Teachers and TAs within a year group plan for these children alongside their medium-term writing planning and decide when pre-teaches may be necessary and when bespoke grammar teaching may be required. Keep-up interventions are decided upon through marking and feedback.

7.8: Catering for 'More Able' Children

All writing at Christ the King is thoughtfully scaffolded, that scaffolding being taken away piece by piece as children move through the school.

More able writers are encouraged to move away from scaffolding more quickly. Examples include, but are not limited to:

- being given more than one model text to analyse
- working independently or in a small group to develop word banks or writing toolkits
- being given a slightly different writing stimulus or outcome e.g. a newspaper report with a different bias
- being given a range of writing outcomes to select from based on a stimulus

7.9: Intervention in writing

Writing interventions at Christ the King are specific to the children and their needs.

Writing coaching

Children complete a scaffolded cold write, based on a stimulus, which is then marked by the intervention facilitator. The marking focusses on what each child *can* do then pinpointing a small area of writing that each child requires support on.

The facilitator will then work 1:1 with each child and model to them how to use this grammar, spelling or punctuation feature they require practice with. They will then support the child to edit their cold write, improving that particular feature.

Once the child feels confident in using that feature independently in all writing, they will complete the process again.

1:1 feedback

Children receive 1:1 feedback on their writing with their class teacher. Children are praised for what they have done well and are given short, specific feedback on some areas of improvement. The teacher models how they might improve this then children are given time to independently revise their writing.

7.10: The Role of the Teaching Assistant

The teaching assistant works with the teacher to support all children, identifying those who require support or challenge and having professional discussion with the teacher about how best to support individuals or groups.

7.11: Continuing Professional Development

English leads undertake CPD each year to develop their own subject knowledge and practice as leaders of reading and writing. CPD undertaken is led by Leicester City's Whatever it Takes.

Staff in a range of year groups also undertake CPD in reading and/or writing with the Whatever it Takes team. This may be staff who have been identified as requiring support within the English curriculum, or staff members with a particular interest in the English curriculum who will then deliver the training back to their year team or phase.

There are also several members of the teaching staff who have undertaken the Pie Corbett Talk 4 Writing training. These staff members have delivered the messages from the training back to staff at Christ the King.

At least once per term, English leaders lead staff meetings on reading and writing to deliver key updates, feedback on monitoring and new training, as well as giving time to staff to update long and medium-term plans.

8: The Impact of the writing Curriculum at Christ the King

8.1: Assessment

Assessments are made in line with the school assessment policy.

- Teachers use effective assessment for learning to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps. Marking is in line with the school marking and feedback policy.
- Analysis of assessment data is used to set targets.
- Children are informed of their own targets for learning.
- Children are encouraged to review their progress through self, peer and teacher assessment.
- The teacher keeps records that enable them to deliver an effective, creative and relevant curriculum that builds on prior attainment and meets the needs of pupils.

Staff are given opportunity to moderate children's learning in Reading and Writing with other local school, schools in our CMAT and with and across year groups at Christ the King to ensure there is a consistency in assessment and standards. The subject leader keeps samples of children's work in a portfolio. This demonstrates what the expected level of achievement is in English in each year of the school. Teachers meet regularly to review individual examples of work against the national exemplification material produced by the QCA and the DfES.

Staff are keen to improve their subject knowledge and the subject leader takes an active role in disseminating best practice and making recommendations for staff development.

8.2: Monitoring

English Leads, Senior Leaders and the Director for Performance and Standards conduct termly pupil voice interviews to assess for consistency in implementation.

English Leads, Senior Leaders and SEND leads conduct SEND learning walks and conduct SEND pupil voice interviews on a termly basis.

8.3: Attainment and Progress

When taking account of the personal and academic skill levels of our pupils on entry into school compared with their above average attainment as they leave Year 6, we are satisfied that our pupils make outstanding progress as they move through Christ the King. This also applies to pupils from disadvantaged backgrounds as well as those with special educational needs.

9. Spoken language at Christ the King

The CtK curriculum provides frequent opportunities for pupils to practise, refine and apply their spoken language knowledge and skills.

Through the focus on tier two and three vocabulary within and across the curriculum, children are equipped to be able to speak on a topic effectively. At the beginning of every lesson of the foundation subjects, pupils discuss their knowledge surrounding that topic's 'big question'. Each lesson during a unit, this discussion becomes richer as the children develop their key knowledge and vocabulary on the subject. Children are also encouraged to share their own experiences with the topic, again to develop their skill of exploratory talk and verbal presentation of ideas.

All writing is spoken aloud in a range of manners throughout a writing unit. Teachers and teaching assistants support the children in selecting and using appropriate grammar and register for audience and purpose, including Standard English.

9.1: SHAPE

From the beginning of reception, all children are explicitly taught to SHAPE:

Speak in full sentences

Hands away from face

Annunciate

Project

Eye contact

Children are encouraged by all adults to use their 'university voices' and give a 'SHAPE response' when speaking in class or assembly.

9.2: Poetry recitals

Every class performs a poetry recital once per year in which the children learn two poems by heart and recite them chorally. They learn one classic poem from scratch and review another poem which they have previously studied in another year group. CtK poetry recitals give children the opportunity to learn a range of poetry by heart and, in watching these recitals, experience a range of poetry too.

Poetry recitals are less about giving every child the opportunity of a solo part and more about the children learning to speak chorally. Speaking as a group allows all children the chance to perform confidently, in comparison to having some children who feel so nervous saying their solo or duet line, their words are barely audible.

This policy was reviewed in _October 2023_____ and will be reviewed again in ____October 2024_____ in response to any changes or advice given by the DfE, especially regarding assessment procedures.