HOLY TRINITY AND ST JOHN'S C.E.P. SCHOOL
ENGLISH POLICY

At Holy Trinity and St John's C.E.P. School, our work is guided by the words of Jesus:

"I have given you an example to follow, do as I have done for you."
John 13:15

Rooted in our Christian values of Courage, Compassion and Community we seek to inspire every child to become a confident communicator, an enthusiastic reader and a thoughtful writer. We believe that language empowers children to learn, connect with others and flourish as individuals within God's world.

Intent

English lies at the heart of our curriculum and provides the foundation for success across all areas of learning. Through rich language experiences, children develop the knowledge and skills needed to communicate effectively, think critically and express themselves with confidence.
We are committed to providing an inclusive and engaging English curriculum that nurtures a love of language and literature whilst ensuring that all pupils achieve their full potential. Through high-quality teaching, carefully selected texts and meaningful opportunities to use spoken language, reading and writing for different purposes, we believe the children at HTSJ are equipped with the skills required for lifelong learning.

Our Aims

Through the teaching of English, we aim to:

- Foster a love of reading, writing and spoken language.
- Enable pupils to communicate clearly and confidently in a range of contexts.
- Develop fluent readers who can access, understand and enjoy a wide variety of texts.
- Encourage pupils to write with accuracy, creativity, for different audiences and purpose.
- Build resilience, curiosity and independence in learning.
- Provide opportunities for children to share their ideas, opinions and experiences respectfully.
- Promote high standards of literacy across the entire curriculum.
- Ensure all children make strong progress from their individual starting points.

Speaking and Listening (see appendix 1)

We believe that effective communication is fundamental to learning. Children are encouraged to express their ideas confidently, listen attentively to others and engage in meaningful discussion.
Opportunities for discussion, debate, drama, storytelling and collaborative learning are embedded throughout the curriculum to develop; fluent oracy which is rich in language, vocabulary and confidence.

Early Reading & Phonics (see appendix 2)

At Holy Trinity and St John's, 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, which is a systematic and synthetic phonics programme. We start teaching phonics in Reception and follow *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 Holy Trinity and St John's, 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.

Reading (see appendix 3)

Reading is at the heart of school life and is promoted as both an essential skill and a source of enjoyment. In Early Years and Key Stage 1, children learn to read through the Little Wandle Letters and Sounds Revised programme. Daily phonics teaching and Little Wandle reading practice sessions provide a structured approach to developing decoding, fluency and comprehension skills.

As children move into Key Stage 2, reading development is further supported through structured teacher led daily sessions where carefully selected texts provide a variety of cultural and diverse learning experiences.
Accelerated Reader and **myON**, enables access for pupils to self-select a broad range of literature while developing independence and enthusiasm for reading.

We strive to create a community of readers where authors and books are valued, discussed and celebrated.

Writing (see appendix 4)
Pupils write for a range of audiences and purposes, drawing on high-quality literature, rich vocabulary and explicit teaching. Through high-quality texts, rich vocabulary experiences and explicit teaching of grammar and composition, pupils learn how to craft writing that informs, entertains and inspires.
Every pupil is encouraged to take pride in their work and develop confidence as authors with a voice worth sharing.

Handwriting (see appendix 5)
At Holy Trinity and St John's C.E.P. School, we recognise that handwriting is a fundamental life skill that supports communication, learning and presentation across the curriculum. We aim for all children to develop a fluent, legible and efficient handwriting style that enables them to write confidently and independently.

Handwriting is taught explicitly and systematically throughout the school. High expectations are maintained for letter formation, orientation, sizing, spacing and presentation. We encourage children to take pride in their work and understand the importance of clear written communication.

Our handwriting curriculum aims to:

- Develop correct letter formation from the earliest stages of writing.
- Ensure children form letters consistently and accurately.
- Build fluency and automaticity so that handwriting supports rather than hinders composition.
- Enable pupils to write legibly, neatly and at an appropriate speed.
- Foster pride in presentation across all areas of the curriculum.
- Support children in developing a joined handwriting style when they are ready.

Spelling (see appendix 6)
At Holy Trinity & St John's, we use **Spelling Shed** to provide a structured, research-informed approach to spelling that is rooted in the Science of Reading and the Science of Spelling. Rather than relying on memorisation alone, pupils are explicitly taught spelling strategies through direct instruction, word study and purposeful practice. Lessons follow the National Curriculum (2014) objectives in a clear, progressive sequence, while differentiated activities enable all pupils to develop confidence and accuracy at an appropriate level. This ensures spelling is taught consistently, systematically and effectively across the school.

Variety of Teaching Approaches
Teaching and learning experiences include:
Direct teaching, Collaborative learning, Drama and role play, Storytelling, Discussion and debate, Research and investigation, Independent learning, Practical and creative activities

These approaches support children in developing confidence and competence in all aspects of English.

Cross-Curricular Learning
English skills are developed across all curriculum areas. Pupils are given opportunities to apply their reading, writing, speaking and listening skills in meaningful contexts throughout the wider curriculum; understanding that these core areas are transferable into other areas not just English itself.

Equal Opportunities

All pupils, regardless of ethnicity, gender, ability, background or need, have equal access to the English curriculum.
Children are exposed to a diverse range of texts, authors, cultures and viewpoints that promote inclusion, respect, courage, compassion and community.

Assessment, Recording and Reporting

Assessment is an integral part of teaching and learning.

Teachers use:
- Ongoing formative assessment.
- Pupil self-assessment and reflection.
- Reading, writing and grammar assessments.
- Moderation activities.
- National curriculum assessments where applicable.

Progress is communicated regularly with parents through consultation meetings, reports and ongoing communication.

Role of the English Subject Leaders

The English Subject Leader will:
- Lead the development and implementation of the English curriculum.
- Ensure progression and continuity across the school.
- Monitor teaching, learning and assessment in English.
- Support colleagues through coaching and professional development.
- Manage and organise English resources.
- Keep abreast of national developments and initiatives.
- Promote reading for pleasure across the school community.
- Monitor standards and contribute to school improvement priorities.

Resourcing

Resources for English will be reviewed regularly to ensure they effectively support teaching and learning.
Funding will be allocated through the school budget process and linked to identified priorities.

Health and Safety

English teaching will be carried out in accordance with the school's Health and Safety Policy.

Monitoring and Review

This policy will be monitored by the English Subject Leader and Senior Leadership Team.

The policy will be reviewed regularly in response to national developments, school priorities, monitoring activities and evaluation of pupil outcomes.

Written by: Cate Wall and Caroline Goldhawk

Review Date: _____

Approved by: _____

Date: _____

Appendix 1: Speaking and Listening (Oracy) Opportunities

At Holy Trinity & St John's CEP, we believe that effective speaking and listening underpins all learning. High-quality talk develops thinking, deepens understanding and enables children to communicate confidently, respectfully and purposefully. Speaking and listening opportunities are embedded throughout the curriculum every day, allowing pupils to become articulate, reflective and active participants in their learning.
Through carefully planned opportunities, pupils are encouraged to:

- express ideas clearly and confidently;
- listen attentively and respond appropriately to others;
- justify opinions using evidence;
- ask thoughtful questions;
- collaborate effectively with peers;
- adapt language for different audiences and purposes;
- develop confidence when speaking to both small groups and larger audiences.

Our Christian values of **Compassion, Community and Courage** encourage children to speak with kindness, listen respectfully and have the courage to share their ideas and opinions.

Daily Speaking and Listening Opportunities

Speaking and listening is woven into daily classroom practice through:
Talk partners, Think-Pair-Share, Partner discussion, Small group discussion, Collaborative learning, Retrieval questioning, Cold calling, Vocabulary exploration, Reading discussions, Guided reading conversations, Teacher modelling, Question and answer sessions, Feedback and self-reflection, Peer assessment discussions, Problem-solving activities, Reasoning in Mathematics, Scientific enquiry discussions, Oral rehearsal before writing, Planning through talk, Reading aloud, Storytelling, Class debates, Presentations, Circle time, Reflection activities, Pupil leadership opportunities.

Wider Speaking and Listening Opportunities

Children regularly develop their communication skills through wider school experiences including:
Collective Worship, Class Worship, Prayer and reflection, Worship leadership, Class assemblies, Year group assemblies, Performances and productions, Nativity performances, Leavers' Service, Poetry recitals, Reading aloud to younger pupils, School Pupil Parliament, Reading Ambassadors, House Captain responsibilities, Pupil interviews, Visitor question-and-answer sessions, Educational visits, Sports leadership, Charity events, Celebration worship, Transition activities, Residential visits.

Examples of Speaking and Listening Strategies

Teachers select from a wide range of strategies to encourage purposeful talk.
Discussion Strategies: Think-Pair-Share, Snowball discussions, Jigsaw discussions, Talking , partners, Round Robin, Hot seating, Philosophical enquiry, Collaborative problem solving, Peer conferencing.
Drama and Role Play: Role-play, Freeze frame, Conscience corridor, Mantle of the Expert, Teacher in Role, Improvisation, Thought tracking, Tableau, Mime, Forum theatre, Simulations, Scripted performances, Character interviews, Storytelling.
Debate and Discussion: Formal debate, Balloon debates, Diamond ranking, Opinion continuum, Four corners debate, Would You Rather?, Decision alley, Persuasive presentations, Mock trials, Panel discussions.
Reading and Literacy: Reader's Theatre, Echo reading, Choral reading, Performance poetry, Book talk, Literature circles, Oral storytelling, Retelling narratives, Story mapping aloud, Vocabulary discussions.
Reflection and Reasoning: Reflective discussion, Learning reviews, Self-explanation, Metacognitive talk, Question generation, Predict; Explain; Observe, Reasoning aloud, Justifying answers, Evaluating evidence.

Progression in Speaking and Listening

Children are provided with progressively challenging opportunities to: build vocabulary; explain and justify thinking; use subject-specific language accurately; adapt speech for different audiences; debate

respectfully; present confidently; perform expressively; lead discussions; ask increasingly sophisticated questions; evaluate their own communication skills.

Impact

By embedding speaking and listening across all aspects of school life, pupils leave Holy Trinity & St John's CEP as confident communicators who can:

- *listen attentively and respectfully;*
- *communicate ideas fluently;*
- *collaborate effectively;*
- *speak with confidence to a range of audiences;*
- *articulate opinions with evidence;*
- *participate thoughtfully in discussions;*
- *present information clearly;*
- *demonstrate empathy through discussion;*
- *reflect critically on their own learning.*

These skills prepare pupils not only for success in secondary education but also for life beyond the classroom, enabling them to become confident, compassionate and courageous communicators.

Appendix 2: Early Reading and Phonics

At Holy Trinity and St John's C.E.P. School, we are committed to ensuring that every child becomes a confident, fluent reader. We use the Little Wandle Letters and Sounds Revised programme to provide a consistent, systematic approach to the teaching of phonics and early reading.

Phonics Teaching

Daily phonics lessons take place in Reception and Year 1.

- Children begin with Phase 1 phonics as soon as they start school.
- Reception children begin Phase 2 phonics teaching in Week 3 of the Autumn Term.
- Phonics is taught for 30 minutes each day, building from shorter sessions at the beginning of Reception.
- Weekly review lessons consolidate learning and develop fluency.
- Teaching follows the Little Wandle Letters and Sounds Revised progression.

Children begin with Phase 1 phonics as soon as they start school to develop the speaking, listening and communication skills needed for early reading and writing. This is particularly important in our setting, where some children are non-verbal or have had no previous nursery experience.

By the end of Reception, children are expected to read and spell words containing Phase 2 and Phase 3 Grapheme-Phoneme Correspondences (GPCs) and words with adjacent consonants (Phase 4) with increasing fluency and accuracy.

By the end of Year 1, children review Phase 3 and Phase 4 learning and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Reading Practice Sessions

Children in Reception and Year 1 participate in three reading practice sessions each week.

These sessions:

- Are taught by a fully trained adult in small groups.
- Use books carefully matched to children's secure phonic knowledge.
- Focus on three key reading skills:
    - Decoding
    - Prosody (reading with expression and understanding)
    - Comprehension

Reading practice begins in Reception from Week 4 of the Autumn Term. Before this, children share a wide range of stories to develop their language, comprehension and love of reading.

Children who are not yet blending confidently receive additional daily support to develop early reading skills.

Keep-up and Catch-up Support

Any child who requires additional support receives targeted Keep-up sessions delivered by trained adults.

These sessions:

- Follow the same structure and routines as daily phonics lessons.
- Provide additional repetition and practice.
- Address gaps in learning quickly and effectively.

Children in Years 2 and 3 who are not yet fluent readers, or who have not passed the Phonics Screening Check, continue to receive daily phonics teaching and intervention.

Where older pupils require additional support, targeted phonics catch-up sessions are provided to address identified gaps in reading and spelling.

Transition to Independent Reading

In Year 2, children continue with Little Wandle reading practice until their phonics knowledge is secure.

Children who have successfully completed the Little Wandle programme undertake a STAR Reading Assessment and move onto the Accelerated Reader programme, enabling them to develop reading fluency, stamina and comprehension through appropriately matched texts.

Home Reading

In Reception and Key Stage 1 children take home:

- A phonically decodable reading book matched to their secure phonic knowledge.
- A reading-for-pleasure book to share with an adult at home.

Parents and carers are encouraged to hear their child read at least three times each week and record this in the home reading record.

Families are supported through Little Wandle parent resources, workshops and online guidance, including support with correct phoneme pronunciation.

Reading for Pleasure

We believe that developing a love of reading is essential to children's success.

To promote reading for pleasure, we:

- Read aloud to children every day.
- Provide high-quality, diverse texts that reflect a wide range of interests, allow children to see themselves represented, and motivate and support all readers, including those who find reading more challenging.
- Maintain inviting and well-stocked reading areas.
- Encourage regular use of the school library.
- Organise reading events, book fairs, author visits and workshops.
- Promote strong partnerships between home and school through reading records and regular communication.

Assessment and Monitoring

Assessment is used to identify strengths, monitor progress and provide timely support.

This includes:

- Daily assessment within lessons.
- Weekly review of phonics learning.
- Formal Little Wandle assessments every five weeks.
- Analysis of assessment data by teachers, the Reading Leader and Senior Leadership Team.
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Statutory Assessment

Children in Year 1 complete the Phonics Screening Check. Any child who does not meet the expected standard retakes the assessment in Year 2 and receives additional support to secure their phonics knowledge.

Appendix 3: Reading

Intent

"The more that you read, the more things you will know. The more that you learn, the more places you'll go." Dr. Seuss

At Holy Trinity & St John's CEP School, we believe that reading is the key to unlocking the whole curriculum and opening doors to lifelong learning. We are committed to developing confident, fluent and enthusiastic readers who read for both purpose and pleasure. Through exposure to high-quality, diverse and engaging texts, pupils develop the knowledge, vocabulary and comprehension skills needed to become thoughtful readers and successful learners.

Our reading curriculum is carefully sequenced to ensure that every child builds upon prior knowledge and develops the skills required to understand, analyse and enjoy increasingly challenging texts. We recognise that language and vocabulary are fundamental to reading success; therefore, explicit vocabulary instruction forms an integral part of our curriculum through the teaching of Tier 1, Tier 2 and Tier 3 vocabulary:

- **Tier 1** – Everyday, high-frequency words that pupils use regularly in spoken language (e.g. *house, happy, jump, dog, window*). These words require little direct teaching but are continually reinforced through reading and conversation.
- **Tier 2** – High-frequency academic vocabulary that appears across many subjects and texts and is essential for comprehension (e.g. *fortunate, astonished, investigate, predict, masterpiece, reluctant*). These words often have multiple meanings and are explicitly taught before and during reading.
- **Tier 3** – Subject-specific vocabulary linked to particular curriculum areas (e.g. *photosynthesis, parliament, evaporation, peninsula, osmosis, igneous*). These words are taught within the context of each subject to deepen pupils' understanding of disciplinary knowledge.

By explicitly teaching vocabulary alongside reading, pupils develop the language needed to access increasingly complex texts and communicate with confidence across the curriculum.

Reading is valued and celebrated throughout our school. We foster a culture where books are enjoyed, discussed and recommended, enabling every child to see themselves as a reader. Our Christian values of **Compassion, Community and Courage** underpin our reading curriculum as pupils explore different perspectives, cultures and experiences through literature, developing empathy, understanding and a love of learning.

> *"I have given you an example to follow, do as I have done for you."*
> **John 13:15**

Implementation

Reading is taught progressively across the school through carefully structured approaches appropriate to each phase of learning.

In Key Stage 1, pupils participate in a **reading carousel** throughout the week, enabling them to develop decoding, fluency, comprehension and a love of reading through a variety of engaging activities. As part of this carousel, pupils take part in **two teacher-led reading sessions each week**, where they read fully decodable phonics books matched precisely to their current phonics knowledge. These sessions are led by the class teacher and trained teaching assistants to ensure that pupils receive high-quality, targeted comprehension support.

The guided reading activities provide opportunities to develop fluency, comprehension, vocabulary, oral language, independent reading and reading for pleasure. This consistent approach ensures that pupils apply their phonics knowledge accurately whilst developing confidence, expression and comprehension.

In Key Stage 2, reading is taught through a structured whole-class approach using our guided reading model, which provides five dedicated 25-30-minute reading sessions each week. Lessons are centered around high-quality class texts and explicitly teach the six VIPERS domains:

- **V**ocabulary
- **I**nference
- **P**rediction
- **E**xplanation
- **R**etrieval
- **S**ummarising/Sequencing

The weekly structure follows a carefully planned sequence:

- **Session 1:** Explicit vocabulary instruction, exploring Tier 2 and Tier 3 vocabulary, word meanings, morphology, etymology, prefixes, suffixes and word classes. Pupils use dictionaries, vocabulary books and contextual sentence work to deepen understanding.
- **Session 2:** Shared reading of the class text, encouraging discussion, oral language development and collaborative exploration of vocabulary and meaning.
- **Session 3:** Teacher modelling of comprehension strategies, followed by carefully differentiated independent VIPERS questions that focus on a single reading domain.
- **Session 4:** Application of learning through SATs-style questions, retrieval practice and summarising or sequencing activities to develop comprehension and fluency.
- **Session 5:** Pupils are encouraged to create (orally or written) a summary of the their own understanding of the text used over the week.

This structured approach ensures pupils develop increasingly sophisticated reading strategies while revisiting and securing prior learning. The STAR Reading model also places significant emphasis on discussion, vocabulary acquisition and the explicit teaching of comprehension skills to enable pupils to read with confidence across the curriculum.

Reading for pleasure is promoted daily through regular class story time, independent reading opportunities and access to a wide range of carefully selected fiction, non-fiction and poetry. Achievement in reading is celebrated throughout the school through **Accelerated Reader**, where pupils are recognised for their commitment and progress, including our highly valued **Word Millionaire Awards, Big Readers' Club, 100% quizzers Club** and individual reading achievements. These celebrations help to nurture positive reading habits and motivate pupils to become lifelong readers.

Assessment is used effectively to monitor progress and ensure that every pupil receives appropriate challenge and support. Pupils in Years 2–6 who have successfully completed the Phonics Screening Check are assessed using **Accelerated Reader: Star Reading** and **Star Early Literacy** assessments. These standardised assessments provide accurate diagnostic information that informs teaching, monitors progress and supports book selection within the Accelerated Reader programme. Where pupils are unable to access these assessments appropriately, trained staff administer the **Salford Reading Test** and **Salford Sentence Reading and Comprehension Test** to provide an alternative measure of reading accuracy, fluency and comprehension.

Assessment information is used alongside teacher judgement, formative assessment and ongoing classroom practice to identify next steps, provide targeted intervention where necessary and ensure all pupils continue to make strong progress as readers.

Impact

As a result of our reading curriculum, pupils become confident, fluent and enthusiastic readers who can comprehend, discuss and analyse a wide range of increasingly challenging texts. They develop a rich vocabulary, apply effective reading strategies across the curriculum and read regularly for both purpose and pleasure. Ongoing assessment ensures that gaps are identified and addressed quickly, enabling pupils to make strong progress and leave Holy Trinity & St John's well prepared for the next stage of their education.

Appendix 4 - Writing

Intent

At Holy Trinity & St John's C.E.P. School, we aim to develop confident, creative and enthusiastic writers who can communicate their ideas clearly and effectively. Through high-quality texts, rich vocabulary experiences and purposeful opportunities to write for a range of audiences and purposes, pupils learn to craft writing that informs, entertains and inspires. Our progressive curriculum develops pupils' understanding of composition, grammar, punctuation, spelling and handwriting, while encouraging them to draw upon their reading to make thoughtful choices as writers. We want every pupil to see themselves as an author, take pride in their work and recognise that their individual voice deserves to be heard.

At Holy Trinity & St. John's CE Primary School we aim to:

- Ensure progress of writing skills across school.
- Achieve independent writing of a high quality.
- Model high standard writing to secure high expectations and inspire writers.
- Provide meaningful writing experiences using the contexts inspired by quality texts.
- To ensure that pupils write clearly, legibly and accurately in a cursive style with attention to punctuation, spelling and grammar.
- Help pupils develop the skills to improve their writing through a writing process.
- Help every child become confident and competent in the use of writing as a form of communication.
- Enable pupils to make judgements about the tone, style, format and vocabulary appropriate to the writing's purpose, audience and genre.
- Support children with the development of flow to their writing.

Implementation

Strategies for the Teaching of Writing

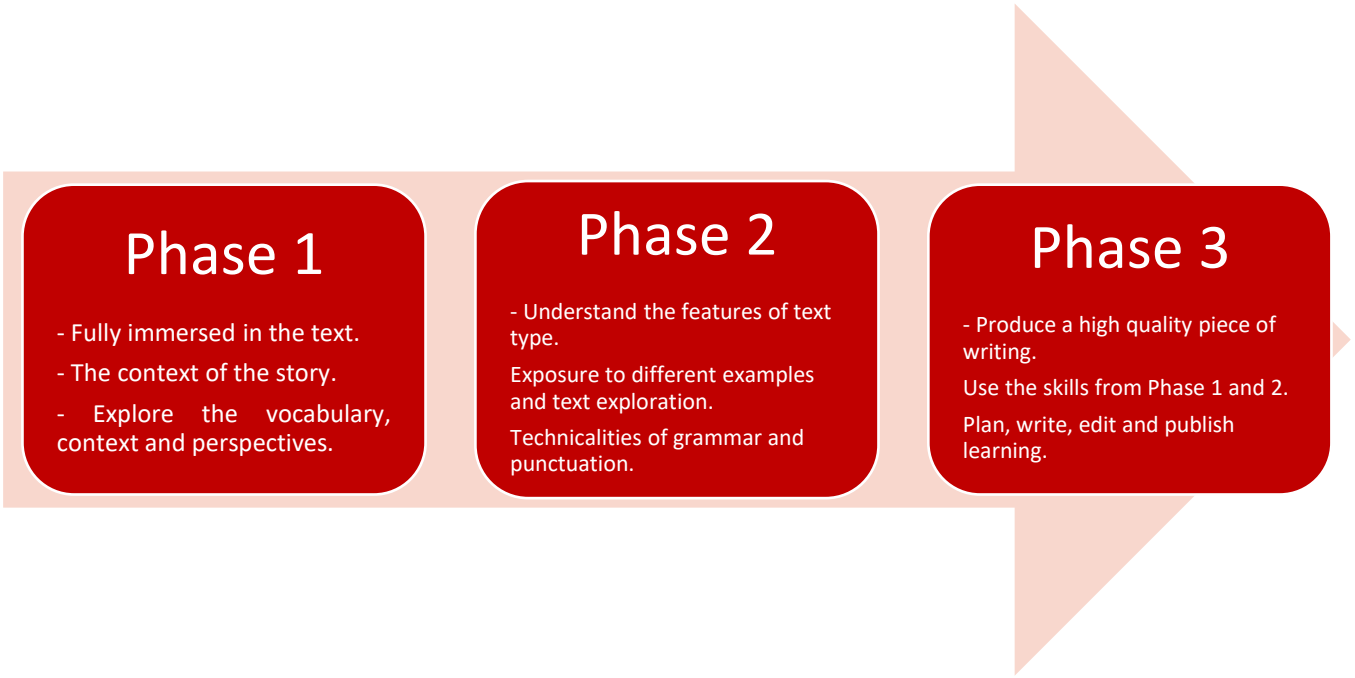
Holy Trinity & St. John's CE Primary School follows the English National Curriculum 2014.

Children are challenged and developed at their own pace and according to their own individual abilities, so that every pupil achieves the skills relevant and appropriate to his/her age and ability.

In EYFS, we provide the children with lots of opportunities to develop their early writing skills using a variety of methods such as mark making in the sand, paint as well as using different equipment from chalks, paint brushes to pens and pencils. Every day the children participate in a programme called 'Write Dance', 'Dough Disco', to develop their core strength, gross and fine motor control. When ready, reception children continue to build upon their early writing skills through opportunities to mark make, building up to writing recognisable letters through to writing simple sentences. We use **Writing Through Drawing** as a basis for pupils to explore writing, giving them ownership of their ideas and what they want to write.

Our writing process

Holy Trinity & St. John's CE Primary School follows a three-part writing sequence, usually over a three-week period of time.



Immerse: In this stage, children will learn about the text type which they will be exploring for the unit e.g. newspaper reports. They will read examples of this, explore examples within books, notice features and details about the text and try examples within their own writing.

Text Type Coverage		
EYFS: Oral retelling, sequencing, labels, narrative: fairy tales, nursery rhymes, picture books		
Year 1 Poetry Narrative Lists Instructions Recounts Description Postcards	**Year 2** Poetry Reports Narrative Instructions Recounts Description Letter Writing Persuasion	**Year 3** Instruction Poetry Narrative Reports Description Letter Writing (Informal) Playscripts Formal Writing
Year 4 Poetry Diary Writing Narrative Balanced Argument Description Letter Writing (Formal) Playscripts Persuasion Reports	**Year 5** Poetry Diary Writing Narrative Balanced Argument Description Letter Writing (Formal) Playscripts Persuasion Reports	**Year 6** Poetry Instructions Letter Writing (Formal) Narrative Persuasion Description Balanced Argument Reports Playscript Email Diary

Planning: At this stage, children will begin to map out their ideas, collect vocabulary based around their text, use a framework to plan and create a checklist of key features to include.

Draft: Next is the drafting stage where the children will have their first go at writing their own examples. They will start this by reminding themselves of good examples, including any of their writing and ideas from the immersion step and learn from teacher modelling.

Share: Children will then look at the work of others within the class. They may share their ideas by reading out/performing extracts, notice what is working well in their writing and learn from others' work.

Evaluate: The children evaluate their work. They will think about what they have learnt from others' writing, both teachers and children. They will ask questions to improve their understanding and consider the flow of their writing. They will also suggest tips to guide their peers through the process.

Revise: The children will make improvements to flow, characterisation and description of their work. They make changes and reflect on what works well and what needs to be improved.

Editing: In this stage, the children focus on their punctuation, grammar and use resources such as dictionaries and thesauruses to improve their work.

They will also look at their targets from their previous piece of writing and check to see if they have met these in their current writing.

Publishing: This stage gives the children the opportunity to 'publish' their work by writing it up in neat. This will include all of their revisions and edits. The children take pride in all they have achieved in the 2-3 week cycle.

Years 2- 6 use all 8 steps of this sequence whilst Reception and Year 1 focus mainly on steps 1,2,3 and 7. For KS1, expectations of the children are based more on verbal feedback than written.

Writing is taught in specific meaningful and effective contexts. These include:

- The study of appropriate, high-quality examples of text.
- Modelled writing.
- Independent or shared writing.
- Reflecting on and improving writing through the writing process.
- Writing will be taught in daily English lessons, as well as through other curriculum areas.

To support children in the acquisition of writing skills we will:

- Promote speaking and listening skills and talking for writing, using high quality vocabulary.
- Provide frequent opportunities to write across the curriculum.
- Provide regular modelling of the writing process.
- Provide opportunities to reflect on the writing process.
- Give children time to refine their writing through editing and revising.
- Provide children with opportunities to share their writing.
- Use continuous assessment to provide clear next steps for learning.
- Surround children with a print-rich environment.
- Reward and celebrate children's efforts and achievements in writing.
- Develop spelling skills, using a phonics based approach and in line with the requirements of the English National Curriculum 2014.
- Promote a neat and consistent style of handwriting, and presentation.

- Develop the skills and use of punctuation and the grammar according to pupil's year group and individual ability, in accordance with the statutory requirements of the English National Curriculum.

Intervention

Interventions are provided to boost children's progress in writing and are delivered through a range of small group activities with a set success criteria and outcome. Writing interventions are often based as additional to the English session and are delivered by teaching assistants. More able writers are also challenged in the classroom and receive additional opportunities throughout the year.

The Learning Environment

Classrooms have displays of writing checklists and prompts to support teaching and learning. Working walls are also used in each classroom as prompts and reminders to stimulate children's writing. As we value children's writing, displays will include examples of work to celebrate achievements.

Composition

Effective composition involves forming, articulating and communicating ideas, and organising these coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Pupils are taught how to plan, revise and evaluate their writing. We aim to use quality texts and modelled writing to provide children with excellent examples to inform their own compositions.

Grammar and Punctuation

At Holy Trinity & St. John's CE Primary School, we value the importance of enabling children to become confident, literate individuals, who are able to deliberately select and use a wide range of grammatical forms.

Pupils will be taught the accurate use of Grammar and Punctuation in line with the English National Curriculum 2014.

Colourful Semantics

Colourful Semantics is a structured, language-based approach designed to support the development of sentence construction and writing across Holy Trinity & St. John's CE Primary School. The approach utilises colour-coded prompts to represent different parts of a sentence, enabling pupils to organise ideas and develop increasingly complex sentence structures. The standard coding is as follows:

- **Who? (Subject / Agent)** → *Orange*
- **What doing? (Verb / Action)** → *Yellow*
- **What? (Object / Thing being acted on)** → *Green*
- **Where? (Place / Location)** → *Blue*

This visual framework is particularly supportive for pupils with speech, language and communication needs, but also provides a clear scaffold for all learners to secure grammatical accuracy, extend sentence length, and enrich written expression. Teachers will apply the approach flexibly, selecting the most relevant colours depending on the learning objective. For example, Key Stage 1 pupils may initially work with *Who* and *What doing*, while Key Stage 2 pupils may be supported to expand sentences with additional elements such as *What* and *Where*. This ensures the strategy is responsive to developmental needs and aligned with progression in writing.

Example of Colourful Semantics in practice:

- *The boy* (**Orange – Who?**)
- *is eating* (**Yellow – What doing?**)

- *an apple* (**Green – What?**)
- *at the park* (**Blue – Where?**)

Together:
The boy is eating an apple at the park.

Who? (Subject/Agent)	What doing? (Verb/Action)	What? (Object/Thing)	Where? (Place/Location)
The boy	is eating	an apple	at the park.

Impact

We aim to:

- Successfully deliver the National Curriculum for Grammar and Punctuation to all pupils, as appropriate to their learning needs.
- Ensure that the teaching of grammar is effectively planned for through selecting grammatical ideas and principles relevant to the year group in question, and pertinent to the text / unit being covered.
- Maximise the progress of pupils through referring to grammatical concepts and vocabulary as key teaching points.
- Provide feedback on pupils' understanding of grammatical concepts through marking
- Encourage pupils to edit their own use of grammar and punctuation in order to improve their work.

Aspects of grammar and punctuation are frequently taught in the context of real reading and writing activities to demonstrate how writers make choices to help them communicate clearly and effectively.

Accuracy in basic punctuation is encouraged throughout the school, according to the relevant National Curriculum year group expectations and ability of the child which is addressed in teacher feedback.

Handwriting - See Appendix 5

Spelling - See Appendix 6

Assessment

The purpose of assessment for learning is to ensure that children are involved in their own progress, understand and are motivated to improve their work. Assessment for learning takes place through:

- The lesson's steps to success and targets.
- Questioning
- Reviewing children's writing as a class/ 1-1/peer/or through feedback marking.

At all stages, children will be encouraged to reflect upon their progress and whether they have met set targets. Targets will be set by the class teacher, in line with gaps in learning identified from assessment of the National Curriculum. Children are required to demonstrate consistent and independent achievement of their current target before a new target is set by their class teacher. When children consider that their work meets the target, they should indicate this by placing a T in a circle next to the success criteria.

Much effective marking or feedback should take place in the presence of the child so that it is interactive. Children are encouraged to reflect upon and respond to teacher feedback in their future learning.

The marking of writing should be in accordance to Holy Trinity & St. John's CE Primary School's Feedback and Marking Policy, using the below marking code:

Code	Meaning
O (circle drawn around the error)	Grammar is incorrect or punctuation is missing, e.g. a capital letter, full stop or comma.
//	Begin a new paragraph or a new line.
~~	The sentence or phrase contains an error or does not read correctly.
^	One or more words are missing from the sentence.
Ⓢ	The pupil has been supported by an adult to complete the learning.
VF	Verbal feedback has been given to the pupil about an aspect of their recorded work.
sp	Spelling error.

Time and opportunity must be given for pupils to reflect on marking and feedback, allowing them to make any necessary edits and apply advice to future learning.

Positive reinforcement can be provided in accordance with the Feedback and Marking Policy and through the use of stickers, individual comments, oral praise or inviting the child to share writing with other pupils.

Teachers will regularly assess independent work against the National Curriculum Standards using the relevant year group writing grids. An assessment grid for writing, will be kept for each child, using our assessment system 'Insight', where teachers will date independent evidence seen for each of the standards. This will then feed into the school's data tracking system to help monitor the progress of all pupils, as well as give clear indications of the next steps for teaching and learning. Bi-termly data collection sessions and analysis of children's progress take place between the class teacher and SLT.

Adaptative Teaching

It is recognised that children will enter our school with differing experiences of English application and consequently differing ability. Throughout the course of a child's education, it may become apparent that they require additional support to ensure appropriate progress with writing skills. In all cases, we aim to provide suitably modified or adapted teaching and learning opportunities, to ensure that all our pupils make good individual progress. Where appropriate, Individual Pupil Plans will be put in place, in accordance with the SEN Code of Practice to ensure that the specific areas required to strengthen individual English skills are targeted. The class teacher will be responsible for setting appropriately challenging, but achievable and measurable targets in a child's IPP. These will be reviewed at least termly. The SENDCO will have overall responsibility for ensuring that IPPs are in place for those pupils with SEND, and for monitoring their effectiveness and the impact on the child's progress. The SENDCO along with the Head Teacher will coordinate the work of support staff and available resources to help meet the needs of those pupils with SEND. The SENDCO will be available to advise teachers on strategies for improving children's progress and to refer to outside agencies where more specific professional advice is required.

Ensuring Equality

At Holy Trinity & St. John's CE Primary School, we are committed to ensuring equality of education and opportunity for all children as described in our Single Equality Policy. We follow the necessary regulations to ensure that we take the experiences and needs of all children into account when planning for teaching, learning and pastoral support. We aim to develop a culture of inclusion and diversity in which pupils with disabilities are able to participate fully in school life and achieve their learning potential. The achievement of vulnerable pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make all reasonable adjustments to ensure that barriers to learning are identified and removed.

Appendix 5: Handwriting

At Holy Trinity and St John's C.E.P. School, we believe that clear, fluent and legible handwriting is an essential skill that supports learning across the curriculum. We aim for all pupils to develop a consistent handwriting style that enables them to write confidently, efficiently and with pride.

Intent

At Holy Trinity & St John's C.E.P. School, we aim for every pupil to develop clear, fluent and legible handwriting that enables them to communicate confidently and take pride in their work. Our carefully sequenced approach supports pupils in developing the gross and fine motor skills, correct letter formation, appropriate sizing and spacing, and efficient pencil control needed to become confident writers. Handwriting is taught progressively so that pupils can write with increasing accuracy, fluency and speed across the curriculum.

Teaching and Learning

Handwriting is taught explicitly and regularly throughout the school. Children are taught correct letter formation, sizing, spacing and presentation through a carefully planned sequence of learning. Teachers model handwriting consistently and provide opportunities for pupils to practise and apply their skills across all subjects.

Pupils are encouraged to:

* Sit correctly and hold a pencil comfortably.
* Form letters accurately and consistently.
* Position letters correctly on the line.
* Maintain appropriate spacing between letters and words.
* Take pride in the presentation of their work.

Gross and Fine Motor Skills

At Holy Trinity and St John's C.E.P. School we recognise that handwriting and physical development is not a one size fits all plan. Instead, children will need to develop and extend both their gross and motor skills through effective and regular rehearsal.

Gross Motor Control refers to the development of controlled large movements of the whole body or limbs. Activities such as dance, football, use of small and large apparatus, cycling, gripping and building large-scale construction kits, while encouraging the use of both sides of the body at the same time, all help to support this development and aid the specific Gross Motor foci for handwriting, which is primarily, the development of good posture and balance.

Fine Motor Control refers to the development of smaller movements usually of the hand or fingers, and are commonly needed to use pencils, scissors, construct with bricks, do up buttons and open up lunch boxes. Until children have gained reasonable fine motor control through art, mark making and other 'clever hands' activities, a formal handwriting programme is not deemed appropriate. Increasing a child's fine motor skills can significantly improve the quality of their written outcome as well as the speed with which they write.

In Early Years children develop the gross and fine motor skills necessary for writing through a range of practical activities that includes daily sessions of 'Dough Disco'. Letter formation is introduced alongside phonics teaching in the order of the letters introduced, with a focus on correct starting points and the use of 'Little Wandle' mnemonics.

Additional support, intervention and alternative recording methods may be provided where appropriate. Targeted fine motor development activities such as 'Clever Hands' may be used to support pupils who require further practice.

Implementation

Handwriting is taught explicitly and practised regularly throughout the school. In Early Years, pupils develop the necessary gross and fine motor skills through practical activities, including Dough Disco and Clever Hands, while letter formation is introduced alongside Little Wandle phonics using the correct starting points and mnemonics. As pupils progress, they are taught accurate letter formation, positioning, sizing and spacing before moving on to a joined cursive style when developmentally ready. Teachers model the school's handwriting style consistently and provide opportunities for pupils to apply their skills across all subjects. Additional support, targeted intervention and alternative recording methods are provided where appropriate.

Handwriting Progression

Letters are taught in the following sequence:

1. i, l, e, t
   * Introduction to letter height, ascenders and spacing.
   * Cross t at the height of e and dot i when the word is complete.

2. c, a, d, g, q
   * Focus on the rounded c shape as the basis for letter formation.
   * Consistent descenders below the line.

3. b, h, p, k
   * Development of tall ascenders and accurate letter proportions.

4. m, n
   * Consistent arches and accurate return to the line.

5. o, r, s
   * Secure formation of the letter s and correct o-r joins.

6. u, w, v, y, j, f
   * Development of more complex joins and descenders.
   * Particular attention to joins from v and w.

7. x, z
   * Secure formation of remaining letters, including curved x and flat-topped z.

Joining

When children are ready, they are taught to join letters using a cursive style.
* All lower-case letters begin on the line.
* Capital letters are not joined to lower-case letters.
* Letters should not be joined across apostrophes in contractions.
* Particular attention is given to joins from o, r, v and w.

Impact

As a result of our handwriting provision, pupils develop a consistent, fluent and legible style that supports effective written communication. They demonstrate increasing control, accuracy and writing stamina, enabling them to focus more fully on the content and composition of their work. Pupils understand the importance of presentation, take pride in their achievements and apply their handwriting skills confidently across the curriculum. By the end of Year 6, pupils are prepared for the demands of secondary education and can write legibly, fluently and with increasing speed.

By the end of Early Years pupils should be able to:

- *Write recognisable letters, most of which are correctly formed.*

By the end of Year 1 pupils should be able to:

- *sit correctly at a table, holding a pencil comfortably and correctly*
- *begin to form lower-case letters in the correct direction, starting and finishing in the right place*
- *form capital letters*
- *form digits 0-9*
- *understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.*

By the end of Year 2 pupils should be able to:

- *form lower-case letters of the correct size relative to one another*
- *start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined*
- *write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters*
- *use spacing between words that reflects the size of the letters.*
- *form letters correctly and consistently.*
- *use ascenders and descenders accurately.*
- *write capital letters not joined to lower-case letters.*

By the end of Year 4, pupils should be able to:

- *use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined*
- *increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].*
- *Apostrophes in contractions should not be joined to surrounding letters.*
- *Joins should begin from the line, except where specific taught joins require otherwise.*

By the end of Year 6, pupils should be able to:

- *Write legibly, fluently and with increasing speed.*
    - *Maintain consistent letter size and orientation.*
- *Use joined handwriting confidently and accurately.*
- *Present written work neatly across all curriculum areas.*

Appendix 6: Spelling

Intent
At Holy Trinity & St John's, we strongly believe that spelling is an essential skill, which allows children to communicate their understanding in all curriculum subjects. If pupils are to become effective and confident writers, they need to develop a love of language, a knowledge of words, and to adopt and employ a range of spelling strategies.

Implementation
Programmes used are aligned to the National Curriculum Programmes of Study for English.

Reception & KS1
We follow the Little Wandle Letters and Sounds programme to teach early reading and spelling. Weekly spelling assignments are set on Spelling Shed and children practise spellings daily. Weekly spelling tests and ongoing assessments are used to monitor progress.

KS2
We follow the Spelling Shed scheme. Children receive weekly spelling class input, practise through Spelling Shed carefully planned lessons which align with the 2014 National Curriculum spelling appendix in addition to online teacher assigned homework activities and ongoing assessment in written work.

Spelling Strategies
- Phonics and sound-letter correspondence
- Identifying syllables
- Look, Cover, Write, Check
- Memory strategies
- Mnemonics
- Etymology and word origins
- Investigating spelling patterns and rules
- Analogy
- Prefixes and suffixes
- Dictionaries, thesauruses and word banks
- Linking handwriting to spelling and phonics

Inclusion
Children are offered a range of spelling activities and interventions to meet individual needs, including Little Wandle support, Precision Teaching and SEND involvement where appropriate.

Handwriting & Spelling Links
Explicit links are made between handwriting, phonics and spelling to develop visual and muscle memory.

Parental Engagement
Parents are supported through information sessions, homework activities and targeted spelling support where required.

Editing
Children are encouraged to edit and proofread their own work using a variety of strategies in line with the school's Marking and Feedback Policy.

Assessment

• ongoing teacher assessment and pupil self-assessment are key to the daily curriculum sessions and daily spelling activities

• regular assessments will be carried out at the end of each term by trained staff members to ensure that pupils are applying their spelling knowledge to all areas of the curriculum

• accuracy of spelling of Key Vocabulary, High and Medium Frequency Words, and Common Exception words will be assessed regularly in children's exercise books in line with our Marking and Feedback Policy

• a weekly spelling focus will be identified in the weekly English plan by each teacher

• weekly plans and Writing Assessment Grids will provide a record of progress

• weekly spelling test on words from appropriate Programme of Study will be used using a dictation passage or sentences to allow spelling and meaning in context

• spellings set on 'Spelling Shed' each week for Years 1 to 6 with teachers beginning to use the tracker available on the site for assessment purposes

Monitoring
The impact of the policy is reviewed regularly as part of the school's monitoring cycle.

Roles and Responsibilities
The policy is monitored and reviewed by school leaders and governors.