



English Policy



**HODDLESDEN
ST PAUL'S
CE PRIMARY**

Control Page

Policy Title	English Policy
Version	2.0
Ratified by	C.Dugdale
Date ratified	January 2025
Name of responsible individual	R.Holt
Review date	January 2026

Intent



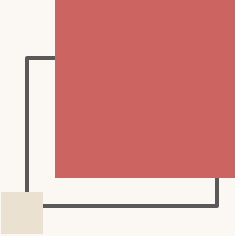
The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The National Curriculum for English aims to ensure that all pupils:

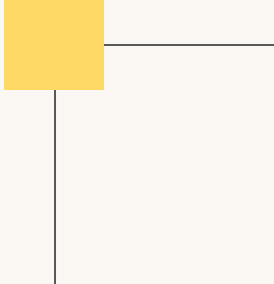
- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied 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 (National curriculum in England: English programmes of study - key stages 1 and 2)



Intent (continued...)



In addition to fostering a love of reading in our pupils, we strive to ensure that by the end of Key Stage 1 our pupils are able to accurately and fluently read age-appropriate books and demonstrate an understanding of what they have read. They can answer questions, make some inferences and explain what has happened so far in what they have read. By the end of Year 2, the majority of our pupils are able to write well-structured narrative or factual texts, demonstrating the range of skills that they have learnt throughout Key Stage 1. At the end of Key Stage 2, we aim to ensure that our pupils leave St Paul's with a broad range of reading skills that allow them to demonstrate active reading strategies when reading a variety of texts. By the end of Year 6, the majority of our pupils are able to write effectively for a range of purposes and audiences (both fiction and non-fiction texts), demonstrating the range of skills that they have learnt throughout their school journey.



Reading

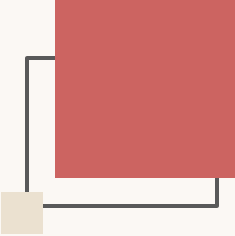
At St Paul's, we endeavour to create a text-rich environment for all of our children which appeals to their interests. We strive to develop a love of reading in children of all ages.

Reading opportunities and provision includes:

- Shared reading within lessons (including cross-curricular)
 - Guided Reading (daily)
 - Independent reading (reading for pleasure)
 - Class Novel & books linked to curriculum connectors
 - A novel linked to the class topic will be read at the end of every day and other linked texts will be available for children to read
 - Phonics (EYFS and KS1 daily)
 - Wider reading (access to the school library)
 - Access to Bedrock, an app to promote vocabulary acquisition (KS2)
 - 1 to 1 reading – Children will read to teachers, teaching assistants or volunteers and governors, depending on their various needs.
- Some of our readers just under age related standards will read regularly in school to an adult. This will also include the children who did not pass their phonics re-screening test at Year 2. During this session, the skills of fluency and word reading, literal retrieval and support for vocabulary development are a focus

At St Paul's, high quality phonics is the prime means for how we teach children early reading, alongside our broad and rich language curriculum. In the Early Years and KS1, we follow the Red Rose Letters and Sounds systematic, synthetic phonics planning programme (Lancashire Professional Development Service), using the Letters and Sounds approach.

Reading



Throughout EYFS and Key Stage 1, reading books are matched to the children's phonic knowledge. We use a variety of reading schemes that are colour-coded to support children's reading development, ensuring that each stage provides an appropriate level of progression and challenge within the text. The reading schemes used in the Early Years and Key Stage 1 at St Paul's are:

- Phonic books from Ransom
- Phonics Bug from Pearson
- Songbirds from the Oxford Reading Tree
- Floppy Phonics from the Oxford Reading Tree
- Traditional Tales from the Oxford Reading Tree

The children have access to texts in all curriculum areas that are engaging and age-appropriate. When the children become fluent readers, they independently select texts that are of interest to them. Guided Reading takes place in all year groups on a daily basis. Children take part in a carousel of activities that involves pre-reading, reading with an adult and completing follow-up activities based on the Reading objectives for their year group. Children develop their understanding of a text through effective adult questioning and opportunities to independently respond to the text. Children also have access to Bedrock. This is a digital platform that is designed to allow children to develop their vocabulary and understanding of the language using a wide range of rich and engaging fiction and non-fiction texts. The interactive learning sequence uses descriptions, images, synonyms, antonyms and writing opportunities to help learners master the language. Children are encouraged to use their higher level vocabulary in their own writing. Parents and carers are encouraged to read with their children at home and reading for pleasure is promoted in all year groups. All children are provided with reading books to take home. A reading record will accompany each book, which will act as a communication tool between staff and parents. EYFS and Key Stage 1 children's books will link with the phonics sound they are learning or have just learnt. The school library can be accessed by all children so they can choose books that are of interest to them. At St Paul's, we have adopted a blended curriculum that will be utilised where necessary. Face-to-face Reading learning will continue; however, children who are unable to attend school will also have access to online resources (including Seesaw) that will allow the continuation of learning from a remote location, should the need arise.

Implementation

Curriculum Overview- Reading



Yr6	Connector	Autumn Term		Spring Term		Summer Term	
		Native Narratives	Factual Footprints/ Elf Enterprise	Amazing Asia	Treasured Tales	Historical Heroes	Hoddlesden Globe
Weeks		7 Weeks	8 Weeks	6 Weeks	6 Weeks	5 Weeks	7 Weeks
Cross-curricular theme		The Kingdom of Benin (H)	Protecting the Environment (G)	South America – The Amazon (G)	The Ancient Greeks (H)	The Impact of War (H)	Our World in the Future (G)
R E A D I N G							
Class Novel – Teacher reads to children 15 mins per day		The Boy who Harnessed the Wind – Bryan Mealer and William Kamkwamba 	Ghost Boys – Jewell Parker Rhodes 	The Final Year – Matt Goodfellow 	Who let the Gods out? – Max Evans 	Goodnight Mr Tom – Michelle Magorian 	Goodnight Mr Tom – Michelle Magorian 
Whole class Guided Reading		Oliver Twist (Fiction)	The Road to Freedom (Fiction)	Flood Alert! (Non-fiction) From a railway carriage (Poetry) The Red Lady (Fiction)	The Cake Catastrophe (Fiction) Switched! (Fiction)	The Tree (Poetry) Beyond the Horizon (Fiction)	A tsunami unfolds (Non-fiction)
KS2 classes use texts from Pearson Bug Club for Guided Reading. All classes have 1x 20 minute Guided Reading session a day, 5 days a week. Each group will have one session on Bedrock to develop vocabulary.							

Writing



Modelled, shared, guided and independent writing takes place in English lessons across all year groups. Writing opportunities and provision at St Paul's include:

- Phonics (KS1) and Spelling (KS2) in discrete lessons
- Grammar warm-up sessions (within English lessons)
- Shared writing within lessons; guided writing within lessons
- Independent writing within lessons
- Independent writing for assessment

Grammar is developed within warm-up sessions at the start of English lessons. Within these sessions, a different grammar skill is learnt and applied each week. This skill will then continue to be demonstrated by the teacher, ensuring the skill is visible through out any modelled writing. The children will then apply the skill in their own writing. Writing modelled within lessons will include age-related skills and vocabulary that the children will use to create a scaffolded piece of writing. Following this, they will then be able to apply these skills in their independent writing.

Within each English unit, children will produce a fiction, non-fiction and poetry outcome. In addition to these, a variety of short writing opportunities will be modelled to the children allowing them to explore various text types and write for various audiences and purposes. Children will write independent versions of these throughout the unit to apply the skills they have learnt. Following completion of an English unit, an independent version of the focus text type is written. This allows the children to demonstrate the skills learnt within the unit and their ability to use the features of the text type. Interesting and engaging writing opportunities are provided in all areas of the curriculum (where appropriate). This will enable the pupils to practise and apply the skills, knowledge and understanding acquired through English lessons in other areas of the curriculum. At St Paul's, we have adopted a blended curriculum that will be utilised where necessary. Face-to-face Writing learning will continue; however, children who are unable to attend school will also have access to online resources (including Seesaw) that will allow the continuation of learning from a remote location, should the need arise.

Implementation

Curriculum Overview- Writing



E N G L I S H						
FOCUS TEXT FOR ENGLISH LESSONS	<p><i>The Boy Who Harnessed the Wind</i> (Bryan Mealer and William Kamkwamba)</p>  <p>Poem – The Playground by Hussain Manzoor</p>	<p>Various biographical texts Harriet Tubman (Linked to BHM)</p> <p>Beyond the Frozen Horizon (Nicola Penfold)</p> 	<p>CYCLE A</p> <p><i>The Jungle Book</i> (Rudyard Kipling)</p>  <p><i>The Jungle Book</i> film (Disney - 2016 PG)</p>  <p>Range of non-fiction texts</p> <p>Poem – Kaa's hunting poem</p>	<p>Various Greek Myths - Daedalus and Icarus</p>  <p>Poem - Our Dragon Bruce by Andy Toote</p> 	<p>Goodnight Mr Tom (Michelle Magorian)</p>  <p>Skyward: The Story of Female Pilots in WW2 (Sally Deng)</p>  <p>Poem – Flanders Fields by John McCrea</p>	<p>CYCLE A</p> <p>A Midsummer Night's Dream – Shakespeare</p> <p>Poem - The Lion and Albert by Marriott Edgar</p>
				<p>CYCLE B</p> <p>Mulan</p>  <p>Poem – The Ballad of Mulan</p>		

Focus texts for each half term

FOCUS GRAMMAR SKILLS	<ul style="list-style-type: none"> Explore and identify main and subordinate clauses in complex sentences Use commas to mark clauses in complex sentences Use devices to build cohesion between paragraphs Identify the subject and object of a sentence Use inverted commas and other punctuation to indicate direct speech Punctuate bullet points consistently Identify and use colons to introduce a list Proof read for GPS errors 	<ul style="list-style-type: none"> Identify word classes Identify and use brackets, commas and dashes to indicate parenthesis Identify and use semi colons (in lists and to mark the boundary between independent clauses) Explore and investigate active and passive Proof read for GPS errors 	<ul style="list-style-type: none"> Investigate and collect a range of synonyms and antonyms Use apostrophes for singular and plural possession Identify different tenses Simple past and present, past and present progressive Use inverted commas and other punctuation to indicate direct speech Use ellipsis to link ideas between paragraphs Proof read for GPS errors 	<ul style="list-style-type: none"> Explore and identify main and subordinate clauses in complex sentences Use commas to mark clauses in complex sentences Explore how hyphens can be used to avoid ambiguity Figurative language – personification, similes, metaphors, hyperbole Explore, collect and use subjunctive forms for formal speech and writing Explore, collect and use modal verbs to indicate degrees of possibility Proof read for GPS errors 	<ul style="list-style-type: none"> Identify the subject and object of a sentence Explore and investigate active and passive Use apostrophes for singular and plural possession Identify different tenses Simple past and present, present perfect, past and present progressive Use inverted commas and other punctuation to indicate direct speech 	<ul style="list-style-type: none"> Use commas to mark clauses in complex sentences Use apostrophes for singular and plural possession Explore, collect and use vocabulary typical of formal and informal speech and writing Use inverted commas and other punctuation to indicate direct speech
-------------------------------------	---	--	--	---	--	---

Skills for grammar warm-ups

Opportunities for short writes and oracy in each unit

Short Writing Opportunities	<ul style="list-style-type: none"> Persuasive advert for a witch doctor Diary entry Postcard from <u>Winnie</u> Action, dialogue and description paragraph Narrative of William collecting maize 	<ul style="list-style-type: none"> Letter of application from Harriet Tubman Informal letter from Rory to her dad about her trip Informative poster about climate laws 	<p>Cycle A – Jungle Book</p> <ul style="list-style-type: none"> Recount of Mowgli arriving in the jungle Letter of application to apply to look after Mowgli Action, dialogue and description paragraph – Mowgli and the wolf pack 1st person narrative – Mowgli leaves the jungle (Mowgli's point of view) <p>Cycle B – Mulan</p> <ul style="list-style-type: none"> Letter to a problem page from Mulan Diary entry – Mulan Action, dialogue and description paragraph (attack on the market) 	<ul style="list-style-type: none"> Short 1st person narrative including action, dialogue and description (Minos finding the minotaur) Setting description (labyrinth) 	<ul style="list-style-type: none"> Recount – <u>Mr</u> Tom about being given an evacuee Setting description of the cupboard 	<p>Gathering Evidence for writing – lots of writing opportunities (see outcomes below)</p>
Oracy Opportunities	<ul style="list-style-type: none"> Using tentative language – who could the bag belong to? (Creating interest) Poetry performance 	<ul style="list-style-type: none"> Verbal biography using cohesive devices Talk for writing – introduction of biography Speech about climate laws 	<ul style="list-style-type: none"> Summary of main events using drama Interview in role as <u>Baloo</u> (Jungle Book) Debate – Should Mowgli leave the jungle? / Should Mulan go to fight? Poetry performance – <u>Kaa's</u> hunting (Jungle Book) Hot seating – questions to different characters about finding Mulan a Match (Mulan) 	<ul style="list-style-type: none"> Performance poetry – poem linked to Our Dragon Bruce Hot seating (King Minos) Activities linked to World Book Day text 	<ul style="list-style-type: none"> Using tentative language – who could the suitcase belong to? (Creating interest) 	<ul style="list-style-type: none"> Performance poetry – The Lion and Albert Interviewing different characters Summary of main events using drama (R&J/Midsummer night's dream) Conscience alley – for and against about Friar Tuck's plan (R&J) Police interview – Friar Tuck Character monologue (Midsummer Night's dream)

Scaffolded Outcome Fiction	<ul style="list-style-type: none"> 1st person narrative - retell of William's story 	<ul style="list-style-type: none"> Setting description of the scene in the Arctic (Beyond the Frozen Horizon) 	Integrated unit - various outcomes (see above)	<ul style="list-style-type: none"> Innovated myth 	<ul style="list-style-type: none"> Short narrative including a flashback (Willie's flashback to the cupboard) 	Cycle A – Midsummer Night's Dream <ul style="list-style-type: none"> Letter to a problem page (Helen) Paragraph including action, dialogue and description in 3rd person (Oberon and Titania's argument) Character monologue (Helen)
						Cycle B – Romeo and Juliet <ul style="list-style-type: none"> Letter from Juliet to her father Balanced argument – should Friar Lawrence give the potion?
Independent Outcome Fiction	<ul style="list-style-type: none"> 3rd person narrative - retell of William's story 	<ul style="list-style-type: none"> Setting description of an image linked to an environmental disaster 	Cycle A – Jungle Book <ul style="list-style-type: none"> Action, dialogue and description paragraph – the end of 2000 Khan 1st person narrative – Mowgli leaves the Jungle from Mother Wolf's point of view 	<ul style="list-style-type: none"> 3rd person narrative including action, dialogue and description (Minos finding the minotaur) Setting description (from their own myth) 	<ul style="list-style-type: none"> Short narrative including a flashback (Tom's flashback) 	<ul style="list-style-type: none"> Letter to a problem page (Hermia) Paragraph including action, dialogue and description in 1st person (Oberon and Titania's argument)
			Cycle B – Mulan <ul style="list-style-type: none"> Letter to a problem page from Mulan's father Diary entry – Mulan's mother Action, dialogue and description paragraph (Mulan meets the matchmaker) 			Cycle B – Romeo and Juliet <ul style="list-style-type: none"> Reply to Juliet's letter Witness statement – death of Romeo and Juliet

Scaffolded Outcome Non-Fiction	<ul style="list-style-type: none"> Hybrid text including non-chronological report, instructions and explanation text 	<ul style="list-style-type: none"> Biography about Harriet Tubman (Black History Month) 	Cycle A – Jungle Book <ul style="list-style-type: none"> Discursive text – should Mowgli stay in the jungle? 	<ul style="list-style-type: none"> Persuasive letter – From Theseus to persuade Minos to let him enter the labyrinth. 	N/A	<ul style="list-style-type: none"> Police incident report (The Lion and Albert) Newspaper report – Albert being eaten
Independent Outcome Non-Fiction	<ul style="list-style-type: none"> Instructions linked to Eil Enterprise in Autumn 2 	<ul style="list-style-type: none"> Biography about David Attenborough (Geography link) 	<ul style="list-style-type: none"> Discursive text – should zoot be banned? 	<ul style="list-style-type: none"> Persuasive letter – From a woman in Ancient Greece to persuade leaders to let women take part in the Olympics. 	N/A	<ul style="list-style-type: none"> Linked to poetry Zoo accident report (The Lion and Albert) Newspaper report (The return of Albert poem)
Scaffolded Outcome Poetry	<ul style="list-style-type: none"> A poem based on Hussain Mahmood's poem The Playground from the point of view of William – what he would reminisce about before the famine. Perform their poem using effective intonation and volume. Poem linked to BHM learning (Harriet Tubman) 	N/A	Cycle A – Jungle Book <ul style="list-style-type: none"> Analyse the poem 2000's Hunting, investigating the unfamiliar vocabulary. Performance of the poem in groups using dramatic effects. 	<ul style="list-style-type: none"> Poem about a minotaur based on Andy 2000's poem 'Our Dragon Bruce' 	<ul style="list-style-type: none"> Perform in Flanders Fields Write a cinquain poem about an aspect of war, e.g. air raid, leaving loved ones, evacuation, poppies in Flanders Fields etc (include writing focus - personification) 	<ul style="list-style-type: none"> Narrative of the Lion and Albert poem Recount of the events in the Lion and Albert (Mrs Ramsbottom's) point of view
		N/A	N/A	<ul style="list-style-type: none"> Poem based on Andy 2000's poem 'Our Dragon Bruce' about a different mythical creature. 	<ul style="list-style-type: none"> Cinquain poem about a different aspect of war 	<ul style="list-style-type: none"> Recount of the events in the Lion and Albert (the zoo keeper's point of view)
Independent Outcome Poetry		N/A	N/A			

Focus outcomes (Fiction, non-fiction and poetry)

Cross Curricular Outcome	Hybrid text Non-chronological report – The Kingdom of Benin (History) Instructions – How to create a Batik design (Art) Explanation – How trading was used in Benin (History)	Geography - Biography about David Attenborough	Science - Letter to a problem page - lifestyle linked to health and circulatory system – partner responds with advice.	History - Persuasive letter – from a woman in Ancient Greece to persuade leaders to let women take part in the Olympics.	History - Diary entry from the point of view of a child living in a rural area like Hoddlesden when the war ended
--------------------------	--	--	--	--	---

Cross curricular writing

Spelling



Discrete Phonics lessons are taught in EYFS and Key Stage 1 on a daily basis. Phonics lessons are taught mainly using a whole-class approach, unless children are unable to access the whole-class teaching. In these cases, small groups are used to cater for the needs of those children. Within lessons, the teaching sequence is planned in accordance with Red Rose Letters and Sounds (LPDS). ICT resources are used, where possible.

Discrete Spelling lessons are taught across Key Stage 2 which follow the CUSP scheme. The units on CUSP are presented in 2 week blocks. In each week, there are 3 spelling lessons 2x15 min discrete spelling lessons and 1 spelling starter for the final writing session of each week). There are 16 blocks in each year group which means there are plenty of opportunities throughout the year for re-visiting prior learning where needed. The CUSP resources include: guidance videos, Powerpoint resources, weekly home learning and termly assessments.

Spelling Overview - <https://primarysite-prod-sorted.s3.amazonaws.com/stpaulshoddlesden/UploadedDocument/a187ca01-7e27-465d-9ec4-40b59d90b578/new-spelling-overview-202425.pdf>



Handwriting



Children are encouraged to write from EYFS onwards, using an appropriate posture and pencil grip. Children are taught to print using the correct letter formation in EYFS, without any lead-in or lead-out strokes. When appropriate, the children are taught to form their letters with lead-ins and lead-outs. The children will progress to a joined handwriting style when they are ready for the transition (see appendix 1). Where necessary, additional resources (e.g. triangular pencils, grip aids etc) are introduced to aid this process.

In all classes, there are regular opportunities each week to practise handwriting. Children are expected to use their handwriting skills across all areas of the curriculum, following the school Presentation Policy. Cursive handwriting is also modelled by all staff members, as per the Marking and Feedback Policy.

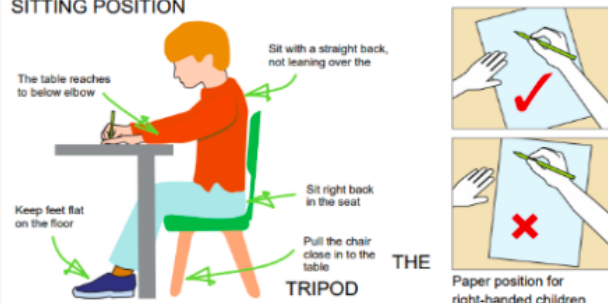
Children write in pencil until they are consistently using the taught joined handwriting style. At this stage, if appropriate, the children progress to using a pen.

Assessment of handwriting is carried out regularly by class teachers to ensure that children are making adequate progress. If necessary, children who require additional support will undertake focus sessions for letter formation, joins, hand and finger strength, physical preparation etc. Overall handwriting objectives are monitored termly, using the Lancashire Key Learning Indicators of Performance (KLIPs) documents, based on the National Curriculum in England English programmes of study.

Correct posture and pencil grip for handwriting

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

SITTING POSITION



Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.

- 1) Grip the pencil with your index finger and thumb with the nib pointing away.
- 2) With your free hand, spin the pencil from underneath.
- 3) Use your middle finger to support the underside of the pencil.

Letters formed in print (Pre-school and Reception):

"Sassoon Infant "

green red purple yellow

Letters formed with lead-ins and lead-outs (Start in Year 1 when secure with print):

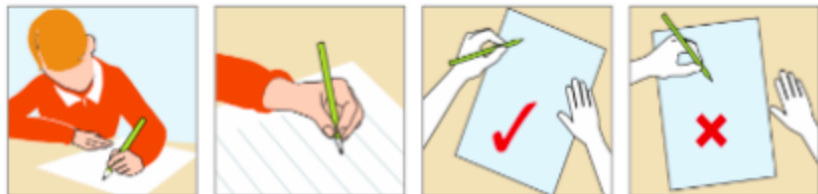
"Letter-join air plus 40"

green red purple blue yellow

Letters joined (Year 2-6):

"Letter-join plus 40"

green red purple blue yellow



Paper position for left-handed children.

Implementation

Oracy



At St. Paul's Hoddlesden Primary School, we are committed to providing a high-quality oracy education that empowers every child to become an effective communicator.

Oracy—the ability to express ideas clearly, confidently, and respectfully—underpins our approach to learning. We aim to create an environment where every child is supported to find their voice and engage meaningfully with others, both in school and beyond. Our vision for oracy is to remove communication barriers and elevate speaking to the same status as reading and writing, ensuring that every child leaves primary school with the confidence and skills to articulate their thoughts, ideas, and feelings.

At St. Paul's, we believe that teaching oracy equips children not only for success in school but for their future lives. We aim to enable children to:

- Speak with clarity, confidence, and eloquence, in both formal and informal contexts.
- Listen actively, appreciating the value of others' perspectives and responding thoughtfully.
- Express their own opinions and ideas with confidence, knowing they are valued.
- Build a rich vocabulary to express themselves effectively across different subjects and situations.
- Construct and sustain reasoned arguments, questioning and responding to others with respect and logic.
- Engage in meaningful dialogue, demonstrating open-mindedness and respect for diverse viewpoints.
- Share their learning in creative, engaging ways, through presentations, drama, poetry, debate, and other forms of communication.

Implementation

Oracy



Oracy opportunities are highlighted on the English overviews for each unit.

Examples of outcomes can be found on the website <https://www.stpaulshoddlesden.org.uk/oracy/>

Oracy Opportunities	<ul style="list-style-type: none"> Using tentative language – who could the bag belong to? (Creating interest) Poetry performance 	<ul style="list-style-type: none"> Verbal biography using cohesive devices Talk for writing – introduction of biography Speech about climate laws 	<ul style="list-style-type: none"> Summary of main events using drama Interview in role as <u>Baloo</u> (Jungle Book) Debate – Should Mowgli leave the jungle? / Should Mulan go to fight? Poetry performance – <u>Kaa's</u> hunting (Jungle Book) Hot seating – questions to different characters about finding Mulan a Match (Mulan) 	<ul style="list-style-type: none"> Performance poetry – poem linked to Our Dragon Bruce Hot seating (King Minos) Activities linked to World Book Day text 	<ul style="list-style-type: none"> Using tentative language – who could the suitcase belong to? (Creating interest) 	<ul style="list-style-type: none"> Performance poetry – The Lion and Albert Interviewing different characters Summary of main events using drama (R&J/Midsummer night's dream) Conscience alley – for and against about Friar Tuck's plan (R&J) Police interview – Friar Tuck Character monologue (Midsummer Night's dream)
---------------------	---	--	---	--	--	---

Inclusion



Inclusion At St Paul's, we use our best endeavours to achieve maximum inclusion and success for all our children, including SEND, vulnerable and disadvantaged children. Quality First Teaching, emphasising high quality, inclusive teaching for all pupils within a class, is always a priority at our school. Please see the SEND Policy for more details:
<https://www.stpaulshoddlesden.org.uk/policies-1>



Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) who have difficulty understanding and communicating with others. This may include those with ASD, including Asperger Syndrome and Autism.

Adaptive Teaching Strategies :

- Chunking instructions within the lesson (giving multi-step instructions one step at a time) and simplifying language when needed
- Allowing children time to take in and make sense (process) what you are saying e.g. try waiting for 3, 5 or 10 seconds after you have given an instruction
- Checking that the child has understood what you have said e.g. "Tell me what you've got to do now"
- Repeating is usually more helpful than rephrasing
- Reduce pressure, demands and questions within the lesson
- Model turn-taking if this is something you are expecting within your lesson
- Model words and phrases linked to the learning taking place
- Name focused objects and resources within the lesson
- Pre teach core vocabulary
- Teach words which will be useful to hear/see/say within the PSHE lesson
- Check children's vocabulary knowledge to ensure that the vocabulary to be pre-taught is at the right level, e.g. Topic "Keeping Safe." Teachers use the vocabulary to ensure appropriate vocabulary is taught.
- Ensure that wherever possible vocabulary teaching involves direct experience of the words being taught e.g. teach "bodies" using their own bodies or teach "danger" whilst exploring dangers on a road.
- If it's not possible to provide direct experience of the language being taught, use pictures, photographs, videos and visuals to support vocabulary learning
- Use visual task chart
- Use movement breaks
- Model correct grammar i.e. repeat back child's sentence using the correct grammar

Resource Adaptations :

Widgit, Clicker, physical resources linked to topic of learning, identified core vocabulary for each PSHE topic, planned direct experiences, visual task charts, planned movement breaks, visual shorthand, ICT equipment, modelling of tasks, identified pre-teach vocabulary

Cognition and Learning

Children who learn at a slower pace than their peers, as well as those with Specific Learning Difficulties (SpLD). For example dyslexia, dyscalculia and dyspraxia.

Adaptive Teaching Strategies :

- Focus on quality rather than quantity
- Use visual support to remain on task and provide suitable rewards on completion
- Use appropriate language to explain the task and model the task first
- Abstract thinking may be challenging – use visuals and concrete resources to support learning taking place
- Use of a task tick sheet or work tray to support completion of work
- Provide clear expectations for learning task
- Re-visit concepts to make sure the learning is secure - repetition
- Try to make this is engaging as possible
- Use photographic, video and audio as an alternative method of recording
- The use of ICT can assist.
- Language used at an appropriately differentiated level
- Use a multi-sensory learning approach to learning
- An area of low distraction may benefit the pupil for shorter periods of work – work station
- If Makaton support is required, a member of staff to be trained to deliver
- Support the understanding of language and core vocabulary with visuals and concrete objects
- PTV (Pre-Teaching Vocabulary) for the PSHE topic that half term
- Chunk tasks again so that they are not overwhelming
- Ensure that the board/worksheet is not cluttered
- Break the instruction down to begin with, support with visual shorthand if needed
- Use task boards and/or visual shorthand to support each step
- Use markers to indicate the start and the end

Resource Adaptations :

Widgit, Clicker, physical resources linked to topic of learning, identified core vocabulary for each PSHE topic, planned direct experiences, visual task charts, planned movement breaks, visual shorthand, ICT equipment, modelling of tasks, multi-sensory opportunities throughout lessons, work station, identified pre-teach vocabulary, reduced visual and auditory clutter within learning experiences, taskboards, markers, overlays, preferred coloured paper to complete tasks on, a range of writing tools available.

Social, Emotional and Health Difficulties

Children who may be withdrawn or isolated, as well as those displaying challenging, disruptive or disturbing behaviours. The code states these behaviours may reflect underlying mental health difficulties. For example, anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Adaptive Teaching Strategies :

- Reduce the task demands in terms of time or number of items
- Provide an attachment figure who can be encouraging, warm and positive.
- Teach 'getting what you need and getting started on work' and offer attractive and motivating rewards. Rewards need to be available every time and be easy to get, with some visual support if rewards are given later e.g. marbles in a jar, tokens collected, symbols on a chart
- Help the child get used to adult demands through required helpfulness. Start with requests the child will have no objection to doing and might even like.
- Reward working independently and be very pleased that they did so well, even if only for a short while
- Provide a sensory timetable which regulates sensory input for the child and programs activities so that what the child is currently doing prepares them for the next activity
- Have a place of safety available e.g. calm area, book nook, quiet space
- Model turn-taking and familiarise children with activities/tasks
- Ensure children understand what is being asked of them
- Use visual task charts and encouraging verbal prompts
- Break down tasks into manageable chunks

Resource Adaptations :

Widgit, Clicker, physical resources linked to topic of learning, identified core vocabulary for each geography topic, planned direct experiences, visual task charts, planned movement breaks, visual shorthand, ICT equipment, modelling of tasks, identified pre-teach vocabulary, staff available, sensory timetable, safe space

Sensory and/or Physical Needs

This includes children with a disability that prevents or hinders them from making full use of general educational facilities. For example, those with visual or hearing impairments, multi-sensory impairments, and/or physical disabilities.

Adaptive Teaching Strategies :

- Provide regular motor breaks e.g. jobs that allow movement around the room
- Provide additional classroom resources such as sloping board, adapted cutlery/chairs/scissors and pencil grips etc.
- Use of non-slip mats to secure books and equipment
- Use technology to support learning
- Highlight information to be copied
- Reduce the amount to be copied – copy only what is necessary
- Strategies to promote improved visual perception
- A multi-sensory approach to teaching and learning and knowledge of the child's preferred learning style
- Reduce task to the essential key information required from the child or give sufficient time to complete tasks so that the children experience achievement
- Provide flexible, adult assistance as necessary to access the curriculum, manage their condition, or move with safety around the environment
- Consider the pace of lessons to take account of fatigue
- Appropriate size and height chairs/tables to encourage a correct posture and to support fine motor function and writing

Resource Adaptations :

Widgit, Clicker, physical resources linked to topic of learning, identified core vocabulary for each geography topic, planned direct experiences, visual task charts, planned movement breaks, visual shorthand, ICT equipment, modelling of tasks, identified pre-teach vocabulary, staff available, sensory timetable, safe space, non-slip mats, print outs of what is being displayed on the board

Alongside the adaptive teaching strategies above we use the BwD graduated response in mainstream schools document and the graduated response in early years document to support us further in meeting our children's needs.

https://search3.openobjects.com/mediamanager/blackburn/directory/files/graduated_response_in_early_years_2022_2.pdf

[graduated_response_in_mainstream_schools.pdf \(openobjects.com\)](#)

Implementation



Pedagogy

Children engage deeply with their units of work, raising questions, exploring vocabulary and have the opportunity to read and write multiple text types. Opportunities to engage with spaced retrieval are provided in lessons to give the children the opportunity to review prior learning, which will help learning stick and be retained into the long-term memory. This is from previous teaching in the year group, previous year groups teaching and other linked topics. Teaching is engaging and it provides opportunities for collaborative work as well as independent work. Children also have lots of opportunity to develop oracy skills within the units to be able to speak confidently, listen to each other's ideas and engage in meaningful dialogue about their learning. Within lessons, teachers use questioning to encourage children to make links to prior learning and to assess understanding of new learning. Scaffolds such as models, cue cards and checklists are used to support children and to develop their skills to be able to work independently in future learning. In English lessons, teachers encourage children to use ambitious vocabulary and to include the grammatical features that have previously been taught. Teachers provide support with this by modelling the use of key vocabulary and displaying it in the classroom when modelling ,

Resources

Our curriculum is underpinned by high quality texts. Each unit in every year group is based on a key focus text and linked texts are introduced to give the children access to a wide range of reading material. We have a school library for all children to access to choose books to read for pleasure as well as their reading books. We also have access to apps such as Bedrock to support with acquisition of new vocabulary and Bug Club for Guided Reading texts and tasks. These are used by KS2.

Cultural Capital & Enrichment Opportunities

At St Paul's we provide the children with a variety of experiences to enrich their English learning throughout their time at school. These can be found [here](#).

The Role of a Governor



Roles and Responsibilities of the Governors

Hoddlesden St Paul's CE Primary has a designated link governor who meets with the English lead at least once a year to find out about:

- progress towards whole school improvement priorities.
- the school's systems for planning units, supporting staff and monitoring progress.
- the allocation, use and adequacy of resources.
- the attainment and progress of all children.
- the children's experiences of English and attitudes towards the subject.

The curriculum governor will report back to the governing board.

Impact – Assessment, Recording & Reporting



The Subject Leader for English, in conjunction with the Headteacher, is responsible for monitoring the planning and delivery of all aspects of English at St Paul's. The Subject Leader supports colleagues in the teaching of English by providing them with current developments in the subject, sharing the subject's action plans and aims and modelling exemplary practice.

Phonics assessments are completed via phonics tracker termly.

To assess reading and comprehension, Years 2 and 6 use the SATs papers from previous years. Years 3-5 use the NFER tests on a termly basis. These assessments alongside teacher assessment through Guided Reading and 1:1 reading inform teachers' assessments which are uploaded onto DC pro each term.

Teachers assess children's writing against the KLIPs for their year group from their independent outcomes which are in an independent writing book. We hold regular moderation meetings within key stages in school and with other schools in the local area.

Spelling is assessed termly using the assessment materials on CUSP.

Information regarding the school's assessment procedures can be found in the Assessment Policy.