



# Teaching of English 2024-25

**Updated** – April 25

**Review Date** – September 25

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## Intent

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

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

Through the teaching of reading and writing, we place a heavy emphasis on developing a child's vocabulary and love of reading. We value reading as a key life skill and we are dedicated to enabling our pupils to become lifelong readers. Ultimately, reading is key for academic success. By the time children leave Batley Parish in Year 6, the limited vocabulary that they arrived with in Reception, will have expanded vastly, giving them the language they need to understand increasingly difficult texts and express themselves in a wide range of contexts.

We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening and encourage them to use discussion to communicate and develop their learning.

We believe that children need to establish a secure knowledge-base in English, which follows a clear pathway of progression, as they advance through the primary curriculum. Securing these skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society.

## Implementation

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

At Batley Parish, we encourage our children to make links within and across different texts and other curriculum subjects, to develop a deeper understanding of the English curriculum and transfer new skills across all lessons. Teachers plan and teach clearly-sequenced English lessons, which are adapted to meet the particular needs of each child. We help each child maximise their potential by providing help and support where necessary whilst striving to make children independent workers once we have helped to equip them with the confidence, tools and strategies that they need. We identify any children who require additional support and provide intervention in the most effective and efficient way that we can to ensure no children are left behind.

We love to celebrate success of all learners and strive to help all children achieve their goals. English is celebrated in classrooms and around school, where our wonderful displays celebrate children's writing, their favourite books and their reviews and thoughts on books they have read.

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

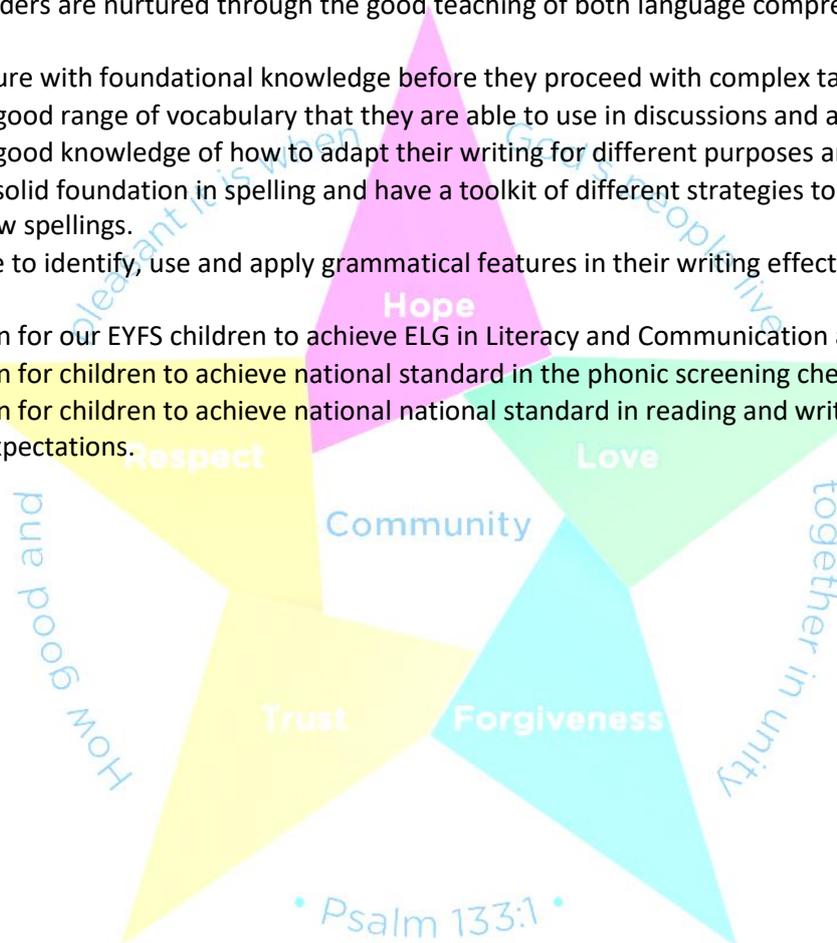
- practise and embed foundational knowledge e.g. letter formation, spelling, handwriting
- use and apply new skills through carefully dictated sentences
- easily, fluently and with good understanding, reading a range of different text types and genres.
- develop the habit of reading widely and often, for both pleasure and information.
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- appreciate our rich and varied literary heritage.
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- use discussion in order to learn; our children should be able to elaborate and explain clearly their understanding and ideas.
- speak and listen, making formal presentations, demonstrating to others and participating in debates.



## Impact

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

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





## Progression of Reading

Through our reading curriculum, we ensure that:

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

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

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

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

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

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



## Teaching Of Reading

Through our reading curriculum, we ensure that:

- Pupils learn to read easily and fluently through daily phonic teaching in Early Years and Key Stage One, regular reading to adults in school, reading partners and incentives to read at home.
- Pupils are encouraged to read widely, through our use of differing class texts, passport books (**see appendix 1**), library visits and high quality attractive books in classrooms.
- Pupils are encouraged to read for pleasure using quiet reading time, library time (**see appendix 2**) and listening to an adult read.
- Pupils are exposed to a range of texts during their school experience.
- Pupils also explore varied texts in guided reading sessions.

### Reception

RWI is fully implemented in Reception by fully trained teachers and TAs, where the class will be split into groups after a baseline assessment is completed. Lessons take place every day and last up to 40 minutes. In reception, RWI sessions consist of: a speed sounds session, followed by handwriting and sentence writing. As well as learning to read and blend real words, children will have opportunities to apply their word reading skills when reading “nonsense words.” These are also known as “pseudo” words and feature heavily within the Year One Phonics Screening Check. Once children are successfully reading single words, they are introduced to “Ditty books”, a fully decodable book with sounds/words that they have been taught.

### Year One

Children in year 1 (plus any children in Y2 and Y3, who have not completed the programme) are taught phonics in small groups, depending on their stage of learning. They have a daily RWI lessons lasting up to one hour. This lesson starts with a 10 minute speed sounds lesson, which teaches oral blending, new speed sounds and revision of previous speed sounds, oral blending, decoding words, reading common exception words, decoding ‘alien’ (pseudo) words, and spelling. Children then read and comprehend a book which is carefully matched to their phonics knowledge.

### Targeted support to ensure every child learns to read

- Children are assessed regularly to ensure the speediest progress.
- Children who are falling behind or have gaps, are identified immediately and targeted support is planned for
- One-to-one tutoring is in place for pupils with gaps, providing quick keep up and support, ensuring they make rapid progress
- We timetable daily phonics lessons for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen.
- If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, they are assessed regularly and receive regular phonics sessions through the “Fresh Start” programme.



### Reading (Years 2 – 6)

#### Guided Reading

Guided reading sessions take place in Year 2 -6. In Years 2, 3, 4, 5 and 6, they take part in whole class guided reading every day. Each week follows the same structure to allow for coverage of skills and consistency across school.

Our reading sessions ensure children have the opportunity to practise and apply the following skills:

- Echo reading – pupils apply expression and prosody, as modelled by the expert teacher
- Choral reading – pupils have the opportunity for repeated practise of a previous piece of text. They read in unison with the rest of their peers
- Use new vocabulary – vocabulary instruction ensures that new and unfamiliar vocabulary is explicitly taught at the beginning of the week and revisited in each session
- Independent reading – children are taught to read to their partner, whilst their partner tracks the text with them
- Repeated practise – pupils have the opportunity to read/listen to the text 13 times over the course of the week
- Direct instruction of reading skills – pupils are explicitly taught how to answer specific reading questions such as: inference, vocabulary, retrieval, prediction etc.

These skills are taught based on the year group, the curriculum requirements and the needs of the class. The structure of the lessons is shown below:

Monday	Tuesday	Wednesday	Thursday	Friday
1 <sup>st</sup> Part of text	2 <sup>nd</sup> Part of text	1 <sup>st</sup> part then 2 <sup>nd</sup> part of text	Whole Text	Whole Text
<b>Vocabulary Instruction</b> MTYT Vocab MTYT Vocab and Definitions	<b>Vocabulary Instruction</b> MTYT Vocab MTYT Vocab and Definitions	<b>Vocabulary Instruction</b> MTYT Vocab and Definitions	<b>Vocabulary Recall</b> e.g. scan for the word that means...	<b>Vocabulary Recall</b> e.g. Vocabulary Quiz
<b>Fluency</b> 2 x teacher 2 x each child in a pair (6 Reads)	<b>Fluency</b> 2 x teacher 2 x each child in a pair (6 Reads)	<b>Fluency</b> 1 x teacher 1 x each child in a pair (3 reads)	<b>Fluency</b> 1 x each child in a pair. 1 Paragraph at a time. (2 Reads)	<b>Fluency</b> 1 x each child in a pair. 1 Paragraph at a time. (2 Reads)
<b>Vocabulary Instruction</b> MTYT Vocab and Definitions	<b>Vocabulary Instruction</b> MTYT Vocab and Definitions	<b>Modelling</b> Focus on single domain	<b>Questions</b> Single domain Feedback Marking AfL Decision	<b>Questions</b> Revisit the domain if needed or Mix it up Questions



## Teaching of Writing

The National Curriculum states that pupils should:

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

The 2014 Curriculum divides writing skills into two dimensions:

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

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

Throughout Early Years and Key Stage One, children are taught the key principles of writing in order to lay a solid foundation for developing their skills later on. These skills are mapped progressively through our writing curriculum, to ensure children are secure with the foundational knowledge required, to be a proficient writer. Through the Read Write Inc Programme, an emphasis is placed on developing clear handwriting with 'finger spaces' between in each word and children are taught to apply their knowledge of phonics to help them spell accurately.

Our curriculum teaches the children to add variation and description to their work by developing their vocabulary, including the use of interesting adjectives and adverbs and developing sentence structure using conjunctions and sentence openers. By the end of Key Stage One, children have been taught the fundamentals of punctuation and grammar. This structural and technical knowledge is fostered alongside developing a love for writing as a means for communication.

This process continues into Key Stage Two, by which time children have mastered simple sentence structure enabling them to develop their writing style. As they progress towards Year 6, children are taught to write for a range of purposes – to entertain, inform, explain, persuade and discuss – using explicit sentence models and ambitious vocabulary. They then learn to shape these sentences into coherent paragraphs, before planning and creating their own original works of fiction and non-fiction. Children also apply their writing skills across the curriculum: writing up experiments in science, recounting events in History and describing processes in Geography.

Throughout the teaching sequence, children should be taught:

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





Think also big chot, little chot. In order to further develop children's understanding, particularly in upper KS2. Sentences can be further improved by combining grammatical and language features. Big chot for the main focus, subsequent little chot for a secondary feature.

In these lessons, children will work on two pages. Their left-hand page will be used to generate vocabulary and ideas within each learning chunk. The right-hand page will be for the writing of the sentences in their final form. This page will also feature in the moment and post lesson marking and should evidence the impact of feedback daily. The focus of marking and feedback will be the learning objective for that day, first and foremost. However, teachers should also ensure that errors in basic skills are identified and corrected. Work is expected to be marked on a daily basis. Typically, there would be somewhere between 3 and 6 of these lessons in a unit of work.

#### Phase 4: Drafting, Phase 5: Revising

In Phase 4 teachers begin the process of turning previously generated grammatical and language skills and vocabulary into sections of writing.

Teachers link together topic specific knowledge from phase 1, knowledge of genre features from phase 2 and language, grammatical and vocabulary knowledge from phase 3 to model WAGOLLS using metacognitive techniques for sections of an overall texts. These are relatively short pieces of work to avoid cognitive overload. Children draft their own version using carefully selected success criteria and a clear learning objective. Teachers develop systems to encourage peer and self-assessment (so LOs and SC need to be precise, as this is how their writing is measured). Teachers and teaching assistants will provide in the moment feedback also to some children linked to the LO and SC. In phase 5 teachers model proof reading strategies against the LOs and SC. Children refine their writing using purple pens. It is important that proof reading is focussed on the learning objectives and not secretarial skills, as might traditionally have done.

#### Phase 6 Editing

Between phase 5 and phase 6 writing needs to be marked with care and attention to detail. At this phase children need to know if they have achieved the SC that contribute to the LO. They also need to have their attention drawn to specific spelling errors that require correction. Children should also check that the overall piece of writing is coherent. Checks on grammatical issues, for example swapping between tenses within the section should be made. Editing should take place on the adjacent page to the draft. As with all other phases, teachers should model with effective metacognitive strategies how to edit work using anonymous examples. Effective marking ensures that teachers are able to use Assessment for Learning to inform the editing in phase 6. Children will be guided to edit work through the comments of their teachers. Editing should be completed using a purple pen.

#### Phase 7: Publishing

Work should be published only when there is a purpose – a specific audience.

Turning the edited piece into a finished, easy to read final piece is important when there is a reason to do it but without purpose it is counterproductive.

Possible reasons to publish:

- Display in class or a public area
- Send to parents e.g an invitation to a class tea party
- Send to a recipient e.g the president of Brazil
- Create an anthology for another class

Therefore phase 7 is not always going to be a feature of a learning sequence.

#### Teaching sequences:

These will vary in length, but all sequences should follow the same order (sometimes two pieces of work or more will come from a single text. In this case phase 1 does not need to be repeated).

You may wish to make use of an Assessment for Learning day at the end of a sequence to address a particular gap identified from the final piece of writing.



From a single text you might produce two or three writing outputs which might have their own sequences. For example, you might have three grammatical features in phase 3 for the first output and three different ones for the second output.

For each example, a medium-term planning sheet should be completed.

### Planning

Long term plans progression documents have been developed to identify the range of texts used to inspire learning, the text types to be written in each unit, the grammar and punctuation features learnt and the links to spellings learnt through the teaching of the Read, Write, Inc Spelling programme.

Teachers will produce a medium-term plan for each teaching sequence.

Planning should show briefly the outline activity for the lesson and how the lesson has been adapted for pupils with SEND.

### Spelling

At Batley Parish, children follow the Read, Write, Inc spelling scheme. English long-term plans share a link to the teaching sequence within the scheme, so that teachers can link spelling learning to their lessons, where required. This will be useful when correcting spellings. Similarly, teachers should be aware of the phonics stage of their child when correcting their spelling work.

RWI Spelling is taught daily in Year Two and taught over five days in a fortnight in KS2.

### Handwriting

At Batley Parish we use Letterjoin handwriting scheme to teach handwriting. This is a progressive scheme that takes children on a journey from printing in Reception, through printing and pre-cursive scripts in Year One, learning to write in a cursive style in Y2 and developing their cursive style in KS2.

### Early Years

For our youngest pupils, we teach short handwriting lessons on a daily basis, which will include the following:

- enhancing gross motor skills such as air-writing, pattern-making and physical activities
- exercises to develop fine motor skills such as mark-making on paper, whiteboards, sensory trays, iPads, tablets, etc.
- becoming familiar with letter shapes, their sounds, formation and vocabulary
- correct sitting position and pencil grip for handwriting

**\*Module 1 Print: Early Years** teaches handwriting using the printed method. It starts with fine and gross motor skills warm-up exercises, correct sitting position and tripod pencil grip.

It is divided into three sections covering:

- pre-writing patterns
- easy letters and words
- harder letters and words

At the end of this module, At the end of this module, children should be able to recognise and form all the printed, lowercase letters of the alphabet.

### Key Stage 1: Years 1 and 2

Teaching progresses from five short, to three longer lessons per week:

- continuing with gross and fine motor skills exercises
- strengthening handwriting, learning and practice
- numerals, capitals and printed letters; where and when to use, learning and practice
- KS1 SATs SPaG exercises



### Module 2 Lesson Planners – Year 1

**Module 2 Print to Cursive** teaches how to correctly write capital letters, uses of printed letters, numbers, punctuation, maths symbols and other symbols. Pre-cursive patterns and cursive letters are then introduced in preparation for Module 3 when children are required to start joining their handwriting.

It is divided into three sections covering:

- warm-ups, letter families and capital letters
- uses of printed letters
- numbers and symbols
- introducing pre-cursive patterns and cursive letters

On finishing this module, children should be confident in writing all the capital and printed letters, numbers and symbols and start to become familiar with the orientation of cursive letters.

### Module 3 Lesson Planners – Year 2

**\*Module 3 – Starting Cursive** introduces children to cursive letters and how to join them. They will have regular practice in letter formation and joining their handwriting.

The sections in this module cover:

- cursive letters and words
- letter families
- high frequency words
- joining techniques
- sequencing sentences
- dictation exercises
- times table facts
- SPaG practice for KS1 SATs

With the regular handwriting practice throughout this module, children should now be developing the fluency and speed of their writing.

### Lower Key Stage 2: Years 3 and 4

Handwriting lessons will continue twice a week in Lower Key Stage 2.

**Lesson Planner Module 4 for Year 3** is targeted at children in lower KS2 where pupils should be using a cursive style throughout their independent writing in all subjects, helping to refine their handwriting in line with the requirements of each lesson. This module covers topics such as dictation, double letters, number vocabulary, palindromes, tongue twisters, MFL (French and Spanish), onomatopoeia, simile and statutory spellings.

Completion of Module 4 should ensure improvement in the legibility, consistency and quality of the children's handwriting through a variety of resources which link handwriting to other areas of the curriculum.

**Lesson Planner Module 5 for Year 4** focuses on using handwriting practice to support other subjects in the curriculum and, at the same time, builds on fluency and consistency. This module aims to promote meaningful links with other subjects such as English, maths, science, geography, French and Spanish. Making such links enables children to apply the skills they are learning in context and also provides depth to the curriculum.

Learners will continue to build on producing fluent, consistent and legible handwriting through the regular practice offered in this module's lessons.

On concluding this module, children will have practised applying size-appropriate handwriting to all areas of the curriculum whilst maintaining fluency and legibility.





**Appendix 1 – Passport Books**

At our school, we believe that reading opens up a world of adventure, imagination and discovery — and what better way to explore it than with our **Passport Books!**

Each year group has a special selection of **9 exciting books** chosen from a wide range of genres, authors and styles. From thrilling adventures to laugh-out-loud stories and fascinating non-fiction, there's something for everyone to enjoy.

Every child receives their very own **Reading Passport** at the start of the year, featuring their chosen books. As they read each one, they earn a special **stamp** in their passport — just like a real traveller collecting memories from their journey!

*“Let’s keep travelling the world through books — one stamp at a time!”*

Batley Parish CE Primary Academy									
Passport Books at Batley Parish									
Nursery	Dear Zoo	Brown Bear Brown Bear, What do you see?	Shark in the Park	Monkey Puzzle	A Great Big Cuddle	I Love Chinese New Year	Jabari Tries	Lots of Dots	Flutter by Butterfly
Reception	The Gruffalo	Rosie’s Walk	What the Ladybird Heard?	Dadaji’s Paintbrush	The Katha Chest	Storm Goliath	Ready for Spaghetti	Goldilocks and the Three Crocodiles	Meet the Weather
Year 1	The Bad-Tempered Ladybird	Room on the Broom	Peace at Last	Dogger	Can’t You Sleep Little Bear?	Jack and the Beanstalk	Emily Brown and the Thing	Farmer Duck	Sharing a Shell
Year 2	Pumpkin Soup	Enormous Crocodile	The Owl Who is Afraid of the Dark	Who’s Afraid of the Big Bad Book?	The Flower	The Day the Crayons Quit	Beegu	The Magic Paintbrush	The Tin Forest
Year 3	The Tear Thief	Amazing Grace	Dolphin Boy	Crazy About Cats	Fantastic Mr Fox	The Diary of a Killer Cat	Manfred the Baddie	Hansel and Gretel	Wildsmith into the Dark Forest
Year 4	The Firework Maker’s Daughter	Smart About Sharks	The Twits	Stig of the Dump	Why the Whales Came	Into the Forest	Harry Potter and the Philosopher’s Stone	The Hodgeheg	Curiosity
Year 5	Clockwork	Wolf Brother	Mad About Monkeys	The Butterfly Lion	The Lion the Witch and the Wardrobe	Tom’s Midnight Garden	Everest	The Wolves of Willoughby Chase	What a Waste
Year 6	The Element in the Room	Wild Animal of the North	Skellig	Great Adventures	Stormbreaker	Holes	Oranges in No Man’s Land	Kensuke’s Kingdom	Floodland

