Wardley CE Primary School

English Policy



|  |  |
| --- | --- |
| Name of Reviewer | Kari Walker  |
| Date of Approval of Governing Body | September 2024 |
| Signature of Chair | Alan Johns |
| Signature of Head | Mark Foster |
| Date Due for Review | September 2025 |

**EQUALITY STATEMENT**

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

* eliminate discrimination, harassment and victimisation
* advance equality of opportunity
* foster good relations

We review all policies and procedures we operate to ensure there are no negative equality impacts based on the following protected characteristics: age, disability, ethnicity & race, gender (sex), gender identity & reassignment, pregnancy & maternity, sexual orientation, religion & belief and non-belief as outlined in the Equality Act 2010. If you feel, on reading this policy that there may be a negative equality impact, please tell us about this. Please also let us know if you need to access this policy in a different format. You can do this by contacting the school office.

**Our school vision**

We are a Church of England school that values and recognises the uniqueness of each individual child and acknowledges their fundamental right to be educated to their full potential in a safe, secure and caring environment. Our ethos is built on Christian foundations and drives our belief that we can do all things.

Wardley CE Primary School is committed to continual improvement to ensure that what we do today is even better tomorrow. We provide a happy, secure and supportive learning environment where the children develop independence and work hard to make the most of their talents, and that ‘We can do all things’ within a deep and rich curriculum.

*We can do all things through Christ who strengthens us. Phillippians 4:13*

**Practical ways in which we attempt to carry out our school vision**

***Through the Christian value of respect:***

-Having strong ethics to underpin our decision making and actions.

-Creating an environment which promotes the Christian ethos of trust, respect and honesty to enable people to flourish.

-Promoting a sense of justice.

-Creating a strong moral purpose which underpins everything we do

***Through the Christian value of friendship:***

-Having an inclusive ethos to create a school in which everyone is welcome and everyone is equal.

-In celebrating diversity we value the strengths of all and embrace differences.

-Engaging stakeholders within and beyond the school.

***Through the Christian value of trust:***

-Having a strong sense of teamwork amongst all members of the school community.

-No matter how small, we value every contribution and support each other to reach our goals.

-In respecting each other, we strive to not let each other down.

-In feeling valued and empowered people have a desire to go the extra mile.

***Through the Christian value of courage***

-Recognising, supporting and developing everyone’s potential.

-Nurturing skills and promoting opportunities.

-Creating an environment for people to think positively and take risks.

***Through the Christian value of perseverance:***

-Through continual enhancement we are constantly striving to achieve high standards, we never stand still.

-All improvements are underpinned with high aspirations.

-When problems arise, we must hold on to our vision and find solutions.

-We inspire and innovate and we support others to do the same.

**Policy document**

At Wardley CE Primary School we intend for all pupils to experience an inspiring, language-rich and motivational English environment. We aim to foster a love of books and reading, alongside a positive culture of writing, for a variety of purposes and audiences and across all subjects within our broad curriculum.

When children begin their schooling at Wardley CE Primary School they will begin their early reading and writing development supported by excellent synthetic phonics teaching, giving them the foundational skills needed to confidently segment, decode and build words. During their time at our school, all pupils will be given the opportunity to immerse themselves in a wide variety of texts from a range of different cultures. Through shared texts and explicit teaching, they will experience a wide range of vocabulary, giving them the understanding and power of language that they need to flourish.

Our intent is for every child to leave our care as able and independent communicators, with the confidence and skills required to read and write fluently. They will be thoroughly prepared in all aspects of English and fully equipped for the next step in their educational journey.

Aims

• Provide an effective framework for the delivery of high quality learning and teaching in English.

• Increase staff skills and confidence in teaching English and ensure that the whole school community understands its role in developing English.

• Ensure all learners are provided with maximum opportunities to acquire knowledge and understanding in the use of English skills and can apply these skills effectively and with confidence across the curriculum.

• Promote progression and continuity at all stages and across areas of transition to ensure a seamless, coherent and relevant English curriculum for all.

• Raise levels of achievement and attainment in English among all learners.

**Spiritual Moral Social & Cultural Statement**

At Wardley CE Primary School, our English teaching supports spiritual development by engaging children with poetry, fiction and drama. Through English, children can explore and engage with the feelings and values found in a wide range of genres. Through careful selection of high quality texts and subject matter, we aim to support moral development by enabling children to look, discuss and evaluate a range of social and moral issues found in a wide range of genres including newspapers, fiction, television and other media. Exposing children to a wide range of texts in addition to supporting them in becoming confident and competent in their own language is something which we feel is vital to their individual identity.

**Intent**

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 literacy, in all its forms, children learn to both make sense of the world and shape their place within it.

Across both writing and reading, we place a heavy emphasis on developing a child’s vocabulary. By the time children leave Wardley CE Primary School in Year 6, the vocabulary and English skills that they arrived with in Nursery will have expanded enormously, giving them the language they need to understand sophisticated texts and express themselves in a wide range of contexts. By the end of Key Stage 2, we want all our pupils to be successful enough to:

• Read and write with confidence, fluency and understanding.

• Be able to orchestrate a full range of reading cues (phonic, graphic, syntactic, and contextual) to monitor their reading and correct their mistakes.

• Understand the sound and spelling system and use this to read and spell accurately.

• Have fluent and legible handwriting.

• Have an interest in words and their meaning and a growing vocabulary.

• Know, understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through basic literary ideas of setting, character and plot.

• Understand, use and be able to write a range of non-fiction texts.

• Plan, draft, revise and edit their own writing.

• Have a suitable technical vocabulary through which to understand and discuss their reading and writing.

• Be interested in books, read with enjoyment and evaluate and justify their preferences.

• Through reading and writing, develop their powers of imagination, inventiveness and critical awareness.

**Implementation**

The children study a genre based curriculum model. This provides the context to develop the key substantive and disciplinary knowledge in reading, writing & communication. This knowledge is revisited throughout the key stages to develop and consolidate the pupils’ skills and knowledge in these areas. Our curriculum promotes high standards of language and literacy by equipping pupils with a strong command of the spoken and written work and developing their love of reading.

At Wardley CE Primary School we use the CUSP framework to deliver the English curriculum in the Early Year Foundation Stage and through Key Stage 1 & 2. The most fundamental goal of the National Curriculum for English is for children to learn to communicate and engage with the world around them confidently and effectively. Our ambition is that pupils will learn to do so meaningfully and with purpose through the high quality structures and strong ambition in the CUSP English provision.

**Early Years Foundation Stage**

At Wardley CE Primary School, we believe that communication and language, with opportunities to explore reading and writing, underpins children’s future learning. The practice in Foundation Stage is based upon the CUSP Early Years Framework which follows Foundation Stage Curriculum and works towards the Early Learning Goals aiming to meet the statement of the goals by the end of Reception.

In our Nursery and Reception classes the daily routine includes planned and spontaneous activities that include:

• Giving the children a wealth of opportunities to develop and experience speaking and listening; stimulate their early interest in English by exploiting play, story, songs and rhymes and provide lots of opportunities, and time, to talk with children about their experiences and feelings.

• Experiences that develop gross and fine motor skills through play and handwriting activities.

• Sharing and enjoying a range of rhymes, songs, film clips, stories and books.

• Immersion in a print rich environment with opportunities for oral language and written communication e.g. differentiated phonic activities.

• Focused group activities that teach children early communication language and literacy skills, using daily phonics and guided reading/writing sessions.

• Reading groups.

• Book activities with a shared reading and writing focus each week.

• ICT activities to enable access to texts and language activities.

At the end of the Foundation Stage, children spend time with their new teacher and in their new classroom before they move to Year 1. Teachers meet with parents and carers to discuss transition issues so that they feel reassured about how they can help their child prepare for Year 1 and feel confident in the smooth transition.

**Key Stage 1**

At Wardley CE Primary School at the beginning of Year 1, the assessments and teacher discussions from Foundation Stage enable the planned work to follow a smooth transition.

The teaching of English in KS1 will include:

• Explicitly taught and planned sessions following the guidance and objectives of the English Curriculum, delivered in a cross-curricular manner.

• Speaking and listening activities, e.g. role play, pair talk, drama and hot seating in order to prepare pupils for the writing process.

• Word level work with explicit teaching of phonics and spelling.

• Sentence level work led by quality texts to develop grammatical awareness and punctuation skills.

• Text level work using a range of genres that will develop comprehension and composition skills and the understanding of print.

• Letter formation and handwriting taught and modelled.

• Immersion in a print rich environment that promotes a reading culture and develops children’s oral and written communication.

**Key Stage 2**

At Wardley CE Primary School the teacher assessments and tests in Year 2 enable the planned work in Year 3 and the start of Key Stage 2 to follow a smooth transition.

The teaching of English in KS2 includes:

• Explicitly taught and planned sessions following the guidance and objectives of the English Framework, delivered in a cross-curricular manner.

• Word level work with explicit teaching of spelling strategies and rules and phonics where required.

• Sentence level work led by quality texts to develop grammatical awareness and punctuation skills.

• Text level work involving reading a range of genres to develop comprehension skills and scaffold writing.

• A range of text types, including cross-curricular writing, modelled to promote sustained composition.

• Immersion in a print rich environment that promotes a reading culture and develops speaking and listening.

**Phonics & Early Reading**

At Wardley, we strongly believe in the power of early reading and acknowledge that it forms the foundation for a lifetime of learning. We are committed to fostering a love of reading and ensuring that all our students develop strong reading skills from the very beginning. Through a combination of structured reading and writing programmes, engaging reading materials, and dedicated support from experienced staff, we aim to provide our students with the necessary tools to become confident and proficient readers. We understand that early reading proficiency is crucial in unlocking a world of knowledge and imagination, allowing our students to thrive in all areas of their education.

Please see separate Early Reading policy for a detailed version of how early reading is taught.

**Nursery**

During the autumn and spring term, children spend their RWI time listening to, learning and joining in with carefully chosen stories, rhymes, poems and songs. They then use this to role-play together, develop vocabulary and build sentences orally and make up stories through planned talk experiences. In the summer term, the focus of learning at this stage is to learn the initial letter sounds and introduce oral blending through ‘Fred Talk’ throughout the day. This will progress to letter sound blending and segmenting for writing by the end of nursery. Children are taught the correct letter formation using the RWI mnemonics and we ensure that children achieve the correct pencil grip. It is our aim that all children leave Nursery being able to orally blend and know all initial letter sounds in set 1.

**Reception**

In the first five weeks of Reception, the initial sound (Set 1 Speed Sounds) are taught in class groups. After this period, children are individually assessed and grouped homogeneously according to their stage. Children receive daily phonics teaching in these groups using the structured speed sounds lesson plan.

It is our aim that all children leave Reception at green RWI band to be on track to achieve the expected standard for the Year 1 phonics screening check.

**Phonics & Early Reading in Key Stage 1**

Children in Key Stage 1 continue to be taught phonics in small homogeneous groups, depending on their stage not age.

In Y1 they have daily RWI lessons lasting 40 minutes in the morning and 15 minutes in the afternoon. 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. The children then apply their knowledge with a spelling test. Children then read and comprehend a book which is carefully matched to their phonics knowledge following a 3 day/5 day plan (depending on the stage).

Children in Y2 continue to receive a daily phonics lesson lasting 30 minutes.

Children are assessed at least half termly and those who are at risk of falling behind the programme’s pace and expectations are identified early and additional 1:1 Fast Track Tutoring is put in place to ensure that these children keep up and don’t have to catch up. The effectiveness of these sessions and the impact on progress is regularly evaluated by the Reading Leader.

Children in Year 1 complete the phonics screening check at the end of the year. The children who do not pass the Year 1 phonics screening check are retested at the end of Year 2.

All classrooms and teaching spaces across the school display the RWI Speed Sounds chart to support children with their reading and spelling.

**Phonics in Key Stage 2**

By the time children complete the transition from KS1 to KS2 we intend that they will have completed the RWI phonics programme. Their phonic development will continue to be explicitly taught through the school’s spelling programme.

Those children who have not reached the expected level by the time they leave KS1 will continue to access the RWI programme and receive additional targeted intervention to ensure they catch up with their peers.

**Reading**

**Developing Reading in Y2 - Y6 through the CUSP Reading Framework**

At Wardley CE Primary School, we use the CUSP Reading framework as the basis of our reading curriculum from Y2 to Y6 to further develop the childrens’ reading knowledge and skills. This framework is built upon a synthesis of research which has been distilled into practice:

* Shanahan & Rasinski - Fluency instruction
* Rosenshine - Explicit strategy instruction
* Law et al - Explicit vocabulary instruction
* Lemov, Didau - Deep, rich ambitious texts
* Paskin & mayer - Building schema

From Y2 to Y6 the CUSP Reading Framework provides:

* Depth and breadth of literature study. This is mapped out through the CUSP English 2024/25 long term sequence and the thematic maps of the CUSP literature spine.
* Explicit teaching of core reading strategies.
* Preparation for future reading demands.
* A diversity of literature experiences which are mapped out through the CUSP English 2024/25 long term sequence and the thematic maps of the CUSP literature spine.
* Cohesive learning approaches across the school.
* The development of conceptual fluency which allows pupils to apply the taught knowledge and skills and develop strong schemata.
* Coverage of the national curriculum programmes of study. This is mapped out in the CUSP national curriculum tracker document.

Structure of the CUSP reading curriculum in Y2 (KS1)

The Y2 CUSP reading curriculum is delivered through 18 blocks each of which is two weeks long. Within a block there are ten lessons with an even split between five reading lessons and five writing lessons. Each lesson is 50 minutes long. The structure and daily focus of the reading lessons within a block are shown below:

|  |  |  |  |
| --- | --- | --- | --- |
| Y2 English Block | Day 1 | Day 2 | Day 3 |
| Week 1 | -Reading fluency-Explicit vocabulary instruction-Summary/prediction | -Reading fluency-Explicit vocabulary instruction-Retrieval/sequencing | -Reading fluency-Explicit vocabulary instruction-Retrieval/sequencing |
| Week 2 | -Reading fluency-Explicit vocabulary instruction-Inference | -Reading fluency-Explicit vocabulary instruction-Personal response/ understanding themes | Day 3 only to be planned once for each unit to allow 3/2 writing split in one week.  |
| Ongoing | Daily 30 minute phonic lesson |

Structure of the CUSP reading curriculum in Y3 - Y6 (KS2)

The KS2 CUSP reading curriculum is delivered through 18 blocks each of which is two weeks long. Within a block there are eight lessons each of which is 30 minutes long. Reading is explicitly taught during 2 lessons per week, with 2 sessions from the CUSP framework taking place within one lesson. The structure and weekly focus of the reading lessons is set out below:

|  |  |  |
| --- | --- | --- |
| KS2 English Block | Week 1 | Week 2 |
| Day 1session 1 | Core text* Reading vocabulary
* Explicit vocabulary instruction
* Summarising, comparing & predicting
 | Core text* Reading vocabulary
* Explicit vocabulary instruction
* Summarising, comparing & predicting
 |
| Day 1session 2 | Supplementary text | Supplementary text |
| Day 2session 1 | Multiple text study (inc supplementary texts and core text) | Multiple text study (inc supplementary texts and core text) |
| Day 2session 2 | Core text* Reading vocabulary
* Explicit vocabulary instruction
* Understanding themes
* Authorial intent
* Personal response
 | Core text* Reading vocabulary
* Explicit vocabulary instruction
* Understanding themes
* Authorial intent
* Personal response
* Thinking deeply about the text
 |
|  |  |  |

**CUSP Reading weekly lesson structure from Y2 to Y6**

The CUSP weekly reading lessons have an embedded routine and structure to maintain the rigour and pace of the lessons.

Explain - Explicit teacher instruction of the core concepts and vocabulary.

Example - Teacher modelling

Attempt - Guided practice

Apply - Independent application of the skills and knowledge

Challenge - For all pupils to deepen and sophisticate their learning

Dual knowledge notes are used to support this structure. The task design within these is aimed at promoting deep thinking and reasoning. The majority of children will use the ‘advancing’ knowledge notes. However, for some pupils, ‘securing’ knowledge notes will support their learning needs. These provide an appropriate level of adaptation to enable all pupils to successfully access the learning.

The focus of the reading curriculum is on reading, fluency and discussion and not on the written recording of responses. The use of oral responses and discussion is a valid and important part of the CUSP reading curriculum framework.

The planning for each 2 week block sets out the focus for each week and sets out the learning expectations for the end of the block in terms of what the pupils will know **(the substantive knowledge)** and what they will be able to do **(the disciplinary knowledge)**. Vocabulary and prosodic reading are key elements of each block.

**CUSP Progression in key reading competencies**

The CUSP progression in key reading competencies sets out the expectations for what reading disciplinary knowledge (skills) and substantive knowledge the children will have developed by the end of each year group in KS1 and KS2. These expectations are set out within each of the identified key reading competencies:

* Language meaning
* Retrieving key details
* Summarising, reframing and performance
* Making meaning
* Thematic and structural understanding
* Authorial intent
* Comparison and connection
* Reading behaviours
* Personal response

**Thematic Mapping**

The CUSP literature spine is broad, rich and agile. Its core purpose is to expose pupils to a range of **high-quality literature** that gives every child a mirror in which to see themselves and offers a window to children to see a world beyond their own. This has also been reflected within the supporting texts and the thematic mapping is designed to communicate where specific moral, social and ethical issues are indicated or addressed.

The texts in the CUSP literature spine are carefully chosen to give pupils the opportunity to engage with:

* Diverse representation - on the basis of characteristics such as age, gender, race and religion.
* Relevant social issues.
* Big ethical questions.
* Moral dilemmas.
* Agile and aspirational literature - pupils will read texts that challenge them and develop their language and thinking.
* Joyful literary experiences.
* An empowering reading journey that supports both the pupils and their teachers.

**Wider reading curriculum provision**

**Reading Plus**

Reading Plus is accessed by children from Year 2 to Year 6 at their correct individual level based on an independent assessment taken by each child at the beginning of each year. Reading Plus develops fluency and comprehension skills. There are two 30 minute sessions timetabled for all KS2 classes. At Wardley CE Primary School, we aim to introduce Reading Plus to our Year 2 pupils during the summer term to assist with their transition to Year 3.

**Whole Class Reading**

Whole class reading develops listening skills, a love of story and reading for pleasure. Each class in KS1 and KS2 has a 15 minute whole class reading slot timetabled for the end of the school day.

At Wardley CE Primary School, we use class novels to immerse the children in challenging texts which expose them to rich vocabulary and story plots. These stories feed into their writing so the children are fully immersed in the characters, setting and plots.

**Shared Reading**

Shared reading immerses children in the pattern of story and features of text types.

This happens in English writing lessons when introducing text and prior to independent writing for the children. The teacher models as an expert reader and writer to draw out the key elements of the content.

**Independent Reading in school and at home**

In EYFS and KS1, books are sent home with the child’s home-school diary to help communicate progress and targets with parents. Children take home a decodable reading book to read with their parents. The focus of this is for the children to develop reading fluency.

In LKS2, children take home a book from the school’s reading bands based on age apparopriateness and reading ages. These books can be read with their parent/carer or independently. Books are changed as and when required to ensure that no child is without a book. When required, children also have access to phonetically decodable books that are matched to their phonic ability.

UKS2 children and more able LKS2 readers may choose their own chapter books from the school’s reading bands and from the class and school’s library areas. These books can be read in school and can also be taken home. Pupils who are reading more challenging books, may also select a ‘fun book’ (less challenging but just as enjoyable to read) to dip in and out of as they choose.

Pupils are regularly encouraged to read aloud during all reading lessons and also within collective worship and in whole school and class celebrations. Teachers target particular pupils within the Reading Plus sessions who they feel need extra support (as identified on the weekly Reading Plus assessment chart) or who have been identified within a reading lesson for a specific purpose eg. lack of reading fluency.

**The Reading Environment**

The rich environment encourages children to interact with displays, recommend books to their peers and promotes a love for reading. Within classrooms, reading areas are attractive and inviting; books of age related expectations are readily accessible as are more challenging texts for those who require them. Fiction and Non-fiction books are also displayed and promoted around the classroom and the whole learning environment of the school. Reading for pleasure is promoted through the ‘Book & Biscuit’ reading sessions for the junior children during morning play. This is supported by school staff and the pupil librarians in the school library area.

**Writing**

At Wardley CE Primary School, we use the CUSP Writing Framework to deliver the writing curriculum. The aim of CUSP Writing is to provide teachers with the tools to explicitly teach pupils the knowledge and competencies that they need about the different facets of writing and the writing process. The subject knowledge required in order to deliver the Primary curriculum for Writing is vast. By supporting teachers with the sequencing of this knowledge, we hope that it will create time and space for them to invest in developing their own subject knowledge and considering how to ensure that every lesson serves every pupil. CUSP Writing synthesises the multiple aspects of knowledge and competency needed to write effectively and sequences these, using all that we know about cognitive science to ensure that pupils embed learning into the long-term memory.

The CUSP Writing Handbook and linked documents outline the CUSP Framework in full detail.

**Programme of Study**

The Writing curriculum contains a large body of conceptual knowledge that needs to be explicitly taught, alongside the development of writing competencies and processes, such as drafting, proof-reading and editing. We have outlined this conceptual knowledge in the underpinning Programme of Study for the curriculum. This shows how each area of conceptual knowledge develops over time, for example, which word classes pupils should be able to name and identify or which punctuation marks should be secured in each year group.

The subject knowledge needed to match some of these concepts to certain text forms is extensive. For example, understanding that an explanatory text is a good opportunity to teach the present progressive tense because it can describe a process that is ongoing in the present or knowing that the passive verb form is useful for writing a news report when we want to draw attention to the object in a sentence rather than the subject.

To support teachers, we have carefully and systematically mapped each of these concepts to a unit of study in which it adds value. We have also considered which concepts are most high-utility and reflected this in the number of times pupils will meet each concept.

**Reduce and Revisit**

Cognitive science tells us that pupils need multiple exposures to key concepts in order to commit them to long-term memory. We also know that some concepts in the Writing curriculum are more high-utility than others. Historically, pupils memorising text conventions has been overemphasised, often at the cost of sentence level mastery. This has resulted in many pupils travelling through primary school without securing a really strong foundation in the basics.

CUSP Writing is built on a **Reduce and Revisit mode**l. This means that we have reduced the number of text types that pupils study, in favour of revisiting a small number that we want them to truly master. These text types have been carefully selected to ensure balance and progression across the whole of the primary journey.

For example, in Key Stage 1, we have deliberately prioritised poetry because it offers an excellent opportunity for pupils to play with, and find joy in language. By the end of Key Stage 2, we have deliberately prioritised some of the more formal text types that will prepare them for writing across the curriculum in Key Stage 3 and beyond.

Pupils will study each text type twice in each year – Block A and Block B. Block A is the first time that pupils will meet the text type and its associated concepts. Block B allows pupils to reflect on what they already know about this form of writing and build on this more independently and more creatively, as their confidence develops.

**Block A and Block B**

In a Block A unit, pupils will be introduced to a text form and its associated concepts, often for the first time. This unit of learning is highly structured, with teachers explicitly teaching each concept at sentence level before modelling how these can be applied in the context of an extended text form.

In a Block B unit, teachers will revisit what pupils already know about the text form, consolidating and developing their understanding. The structure of a Block B unit offers pupils greater opportunity to be more independent and creative and to build on their previous knowledge.

The long-term sequence has been deliberately harmonised with the wider curriculum. This means that each unit has been placed where we see natural opportunities for pupils to write about concepts that they have already met in the wider curriculum. This helps to reduce the cognitive attention directed at assimilating contextual knowledge and increase cognitive focus on the process of writing.

The suggested contexts for writing in the units are simply one suggestion. Teachers should select a context for pupils to write about based on the needs, interests and experiences of their pupils. Provided the framework of the units is maintained, it does not matter what context the extended writing sits within.

**Flexible Content**

We know that the demands of the primary classroom extend far beyond just what is covered in the curriculum. We also know that effective teaching requires teachers to respond to the pupils in front of them, reshaping the journey through the curriculum depending on needs, interests, talents and context. It is not possible to do this if there is no time strategically dedicated to do so.

It is for this reason that we have deliberately built flexible content time into the CUSP Writing offer. We know that there are key points in the primary journey where additional focus may be needed elsewhere..

Likewise, we know that the end of Key Stage 2 often requires time to be given over to residentials, SATs assessments and high-quality transition work. Therefore, we have planned for the curriculum to be covered in 30 weeks. This ensures that teachers have flexible content time to address misconceptions, fill gaps in prior learning and offer additional time for extended writing or close editing.

**Structure of a Writing Unit**

It is commonly acknowledged in schools that we would never ask pupils to approach a reasoning problem in Maths without first ensuring that they have the arithmetical fluency with which to solve it. Yet, too often in writing, we ask pupils to reason (plan and write an extended text) without securing the arithmetic (sentence level mastery) first. The structure of a CUSP Writing unit addresses this:

1. The CUSP Writing curriculum has deliberately mapped the conceptual knowledge that pupils need to acquire against text forms that each concept is relevant to.

2. Teachers identify what pupils are secure in and what they need further teaching of.

3. Each concept is taught, in the context of the model text. Pupils secure fluency at sentence level.

4. Pupils apply this knowledge to planning, drafting, executing and editing an extended outcome.

5. Teachers identify how confidently pupils have acquired the intended concepts and applied them in their extended outcomes. Assessment information is fed forwards into subsequent units, including Block B.

6. Teachers reteach concepts that need additional focus and build on those that are secure.

7. Pupils apply this knowledge with greater independence to another extended outcome.

8. Teachers identify whether pupils have learned what is intended in the curriculum. If they have not, teachers use the National Curriculum Tracker to identify where they can address any gaps in understanding.

**National Curriculum Writing Tracker**

The CUSP National Curriculum Tracker for Writing shows where each concept is first taught, in which units it will be revisited and by when it should be secured. If teachers identify that certain concepts need additional reteaching, they can use this to review where a concept may come up again and allocate additional teaching time from their flexible content blocks.

The Ingredients for Success checklists have been deliberately mapped against this to ensure systematic coverage and revisiting of the key concepts of the National Curriculum. This means that teachers can be confident that, provided they have followed the framework of the curriculum, they will have covered the concepts that make up the statutory entitlement of the curriculum.

**The Extended Cycle**

High-quality models sit absolutely at the heart of the CUSP Writing curriculum. These are used throughout each unit to exemplify key concepts and as a worked example to model the application of key concepts in context. We know that pupils will be more successful if they have a clear vision and structure to work towards.

Each CUSP Writing unit begins with identifying the context, purpose and audience for pupils’ writing. Pupils thrive when they understand this, particularly if the audience is a ‘real’ audience and they are personally invested in the reason for writing. Pupils are immersed in high-quality models which exemplify each of the concepts that they will learn in context. Teachers zoom into these in each part of their explicit instruction. This means that pupils will be really familiar with the language and structure of the model text before they even think about writing their own.

In Block A, teachers will use the structure of the model text to demonstrate how to plan their own version of the same type of text in a different context. In Block B, teachers can reduce some of this scaffolding so that pupils can practise doing this more independently.

We strongly advocate that pupils spend time ‘talking the text’ before writing it. They should have a clear view of exactly what they want to write before they write it, articulating and experimenting with each sentence before their pen hits paper.

Finally, teachers will model the process of editing for different purposes. We strongly suggest that secretarial editing and editing for meaning are prioritised before exploring editing for impact.

The components of this cycle are evident in each unit, regardless of the length or context. In the early stages of learning to write, this might mean just a few sentences. By the time pupils reach the end of Key Stage 2, they should be able to plan, draft, execute and edit more complex texts, including sustaining and developing ideas across narrative and non-narrative text forms.

**Pedagogy**

The 6 phases of a CUSP lesson have been distilled directly from Rosenshine’s Principles of Instruction. Further guidance about the origins of this structure can be found within the Essential Implementation CPD suite.

This is not a linear structure and teachers may need to move backwards and forwards between the lesson phases to help them break concepts into manageable chunks for pupils or to provide additional modelling or guided practice. Checking for understanding should be built into each phase of instruction so that misconceptions can be addressed and resolved quickly.

**Vocabulary Instruction**

We are unapologetic about exposing pupils to high-demand language that will help them make sense of key curriculum concepts and the wider world around them. The Essential Implementation CPD suite walks teachers through the approach for explicit vocabulary instruction that has been adopted across the CUSP offer.

It is not possible to explicitly instruct every word in the English language. Every pupil will have a different starting point and it is important, therefore, that teachers take responsibility for selecting the vocabulary that they need to teach their cohort.

There are certain words that are essential for pupils to learn in each Writing unit – these can be found in the Vocabulary and Content Knowledge part of the planning. This outlines key technical vocabulary and Tier 2/3 vocabulary from each model text that we suggest may require explicit instruction. However, teachers may identify additional or alternative vocabulary that is relevant to teach their cohorts in order for them to be successful in each lesson.

In line with the model suggested in the implementation suite, we have provided a template for a script and 7 tasks to support teachers in adopting high-quality pedagogy for instructing key vocabulary and allowing pupils the opportunity to explore this language more deeply. These templates can be found at the end of each Writing unit.

**The Knowledge Organiser & Knowledge Notes**

The Knowledge Organiser and model text are crucial to helping pupils contextualise the concepts that they are learning. We suggest that each lesson starts with this double page open. Teachers will identify the target concept for the lesson and then identify examples of this in the model text. The Knowledge Organiser acts as a simple locational cue to prime pupils’ thinking. Some pupils find it useful to colour code examples so that they can draw on these in their own writing. Others find it useful to annotate the Knowledge Organiser so that this can be used to prompt thinking during the extended writing phase of each unit.

In addition to the Knowledge Organiser, which represents the totality of concepts taught across the whole unit, we have provided daily Knowledge Notes. These capture the target concept for each lesson and provide pupils with a valuable reminder or prompt when they need to return to key concepts over time.

The Daily Knowledge Notes should be stuck at the top of each page for each new writing lesson. Teachers should explicitly refer to these, giving pupils time to annotate them to capture their own understanding of the key concept.

The examples included in the Knowledge Notes are taken directly from the model text. This ensures a close link between the worked examples for each concept and those that pupils may draw on in their own writing outcomes.

This formative assessment can be used as part of quality feedback on the extended outcome. Teachers can simply direct pupils back to the concept that is not confidently evident in their extended writing and ask them to use the Knowledge Note to help them address this in their writing.

Some teachers find it helpful to take the examples and explanations off the Block B Knowledge Organiser and Knowledge Notes and use them as a retrieval exercise for pupils. Using them in this way promotes pupils’ independence and encourages them to use their books as encyclopaedias of all that they have learnt, rather than filing cabinets to store all of the work they have completed.

**Grammar Quizzes**

Throughout the CUSP offer, we promote cumulative quizzing as a way of retrieving prior learning to help encode it into the long-term memory. These grammar quizzes allow teachers to check for understanding and monitor retention. Individual questions can be deployed using the teacher paced function on Socrative and they can be used at any stage of the lesson, as the teacher sees fit.

Each Writing unit contains a table on the front page of the planning to show which quiz questions relate to the concepts in each lesson. Prior learning has been built into these quizzes to ensure that pupils are constantly revisiting important prior knowledge.

**Exemplification**

Teachers will find pupil exemplification in many CUSP Writing units. We are adding to these all the time. The purpose of these is to help set the high standard that we aim for pupils to achieve and exemplify what excellence looks like in terms of key learning outcomes.

These can be used as part of teachers’ professional development to help them calibrate their expectations. They can also be used to inspire pupils, demonstrating what it is that they are aiming for and connecting them to other pupils’ experiences of the CUSP curriculum.

In addition to this, we have included some examples of Year 2 and Year 6 pupil outcomes which have been through external moderation. Teachers should note that these pieces only represent one part of a wider portfolio that was presented for moderation. However, we hope that this will be useful in exemplifying the expectations of the Teacher Assessment Frameworks in the context of the CUSP Writing curriculum.

As a school, we will develop a bank of our own exemplification for writing as we build on our CUSP journey. Writing will be internally moderated by class teachers and by the English lead who has been a writing moderator for the local authority for a number of years.

**Assessment**

Writing assessment is a hugely challenging field and one that many schools dedicate significant resource to getting right. There is often a conflation between curriculum (input) and assessment (output). Tracking input simply tells us what we have taught. Using curriculum trackers to assess pupils against is hugely time consuming and does not reflect the current national landscape of writing assessment.

We have thought carefully about how to ensure that teachers have a clear view of what pupils should know and be able to do at key points.

We believe that there are three really important questions that we need to answer in regards to writing assessment:

1. Which elements of the curriculum are not yet secure? (Formative)

2. Do I have the time and opportunity available to secure these elements with this pupil? (Formative)

3. Have pupils learned what is intended in the curriculum? (Summative)

CUSP Writing helps teachers to answer these questions and provides key structures for ensuring that assessment leads to purposeful adaptations that help pupils move forwards in their learning. The curriculum is written to be incrementally progressive and has been carefully and systematically matched to both the national curriculum and the national assessment frameworks. This means that if pupils are keeping up with the curriculum, they are – by definition – making good progress. This then leaves the question of how we know if pupils have secured the intent of the curriculum

Each unit is complete with an Ingredients for Success checklist. Teachers and pupils should use this to support their assessment of the extended outcome. This will tell them whether there is evidence of the key concepts from each unit having been secured. Teachers should use these to support their marking and feedback of the extended outcome, identifying concepts which are secure and can be built on and those that require additional instruction. This information can be fed forwards into Block B or other subsequent units.

Many teachers like to blank out the middle column in a Block B unit and ask pupils to identify examples of each statement from their own work. This way, if pupils cannot find examples in their own writing, it acts as a prompt to refine and edit their work.

The Key Indicators are a summative tool that can be used to answer the question ‘Have pupils learned what is intended in the curriculum?’. If, across the portfolio of Block B units, pupils can show security against all elements of the Key Indicators, teachers can reasonably judge that pupils have learned what is intended. If there are gaps for individuals, this information can be used to reshape practice and support teachers in addressing areas of weakness for individual pupils or cohorts.

The Ingredients for Success checklists are designed to lead pupils to the outcomes identified in the Key Indicators. If pupils are keeping up with the curriculum, they should achieve the aims of the curriculum by the end of the year. The Key Indicators for Year 2 and Year 6 are matched to the requirements of the end of Key Stage Teacher Assessment Frameworks.

**Adaptive Practice**

We are absolutely committed to ensuring that every young learner can thrive in the context of CUSP Writing. The CUSP Writing Scaffolding Toolkit outlines key strategies for adaptations that can be made to ensure that every lesson serves every learner.

In addition to this, staff can access a CPD video outlining what adaptations can be made to the CUSP Writing curriculum to ensure that it is both nourishing and accessible for all learners.

Crucially, we advocate that teachers know their pupils really well and understand which aspects of the curriculum each pupil needs to learn next. Using the Key Indicators for Writing can support them with this.

All of our resources can be adapted to meet the needs of individual learners. This includes adapting the contents of Knowledge Notes, enlarging a model text, reducing the volume of text in a worked example or changing the focus of an Ingredients for Success checklist.

**Spelling**

At Wardley CE Primary School we use the CUSP Spelling framework to deliver the spelling curriculum. CUSP Spelling has been purposefully built around the principles of evidence-led practice. This is to ensure that pupils acquire deep knowledge about the English spelling system and that this learning endures. The curriculum is written cumulatively to allow teachers to move backwards and forwards depending on the starting points for their pupils.

Fully resourced, CUSP Spelling is both teacher facing and pupil facing, building consistency in how Spelling is taught across the school and ensuring that all teachers have the deep subject knowledge required to teach the statutory content of the National Curriculum for Spelling. CUSP Spelling is a balanced approach, drawing together knowledge about phonics and vocabulary and pairing this with pattern seeking and reasoning.

**How is CUSP Spelling organised?**

The CUSP Spelling curriculum is organised into 2-week blocks, with each block covering a particular set of key concepts, including spelling patterns, etymology and morphology and reasoning about spelling. These blocks are made up of three lessons per week: 2 x 15 minute (minimum) discrete Spelling lessons and 1 x Spelling starter for the final Writing lesson of each week.

Systematic revisiting and incremental progression is inherently written into the long term sequence, both within and across year groups. Years 2-6 have 16 x 2-week blocks, leaving a small number of weeks for flexible content. This could include revisiting, assessment or enrichment.

**What does a block of CUSP Spelling look like?**

The sequence of a block follows a routine pattern to ensure that both teachers and pupils can become familiar with the rhythm of a unit. This includes direct instruction of key concepts, revisiting of prior knowledge, explicit teaching of reasoning and spelling transfer (the application of spelling knowledge into writing) and a deliberate focus on etymology and morphology.

What will pupils know and be able to do at key points of the curriculum?

Each block includes the study of key spelling concepts. We call them concepts and not rules because there are simply too many exceptions to any pattern for it to be a rule. The curriculum is not built around the rote memorisation of spelling ‘rules’; instead, the focus is building on what pupils have learnt about the alphabetic code through Phonics lessons and teaching them to seek patterns and reason about how to spell new or unfamiliar words.

The spelling concepts included in CUSP Spelling are much further reaching than the National Curriculum programme of study for Spelling, this is known as Curriculum Plus. The statutory concepts are included in the long-term sequence but these are paired with the study of etymology and morphology, a focus on common misconceptions, learning about self-correction and reasoning about spelling attempts. This ensures that pupils become competent spellers and that they develop the independence to identify and correct errors in their independent writing.

The long-term sequence outlines the fundamental substantive knowledge that is the focus of each block. This is paired with the disciplinary knowledge that features in every block; reasoning, spelling transfer and error correction. Each concept is taught, revisited and consolidated throughout the curriculum so that pupils master this learning and commit it to their long-term memory. The evidence-led principles of sequencing the knowledge in CUSP Spelling mirror those that underpin the wider CUSP offer.

**Etymology and morphology**

Depth word study has formed the bedrock of vocabulary instruction across the CUSP offer in all subjects for a number of years. In order to promote curriculum coherence, this is underpinned by a progression of key root words, suffixes and prefixes that are deemed the most useful for pupils to learn throughout the Primary journey. These are not exhaustive – other morphemes are studied as is relevant to each curriculum area. The morphemes outlined in the CUSP Spelling long term sequence deliberately align with this progression to build curriculum coherence and ensure that pupils can connect learning across their wider schema of knowledge. For example, pupils in Year 5 will meet the morpheme ‘lun’, meaning moon, in Spelling lessons and will subsequently revisit this in the vocabulary module for the Science study of Earth and Space. Teachers should be explicit about these connections as they meet them to help build pupils’ schema.

**Assessment of Pupils**

Assessment is an essential component of CUSP Spelling. However, we recognise that testing pupils on lists of words in isolation only tells us one part of the story. For us to truly understand whether pupils have mastered the spelling concepts that we have taught them, we need to look at their application of this knowledge alongside their wider spelling toolkit at both word level and sentence level. This is what we call spelling transfer – the ability to transfer knowledge about spelling directly into writing.

Every year group has three diagnostic spelling assessments. These should be completed towards the end of each term to inform the following term of spelling instruction. This ensures that where pupils have not mastered concepts that they have already covered, there is the opportunity to go back and reteach this knowledge so that pupils do not carry gaps in understanding as they move through the curriculum. Teachers could choose to use the flexible content weeks for this purpose, if necessary.

Each assessment is made up of word level testing and a dictation task. The words included in each assessment represent words that have been taught in the current term, the previous term and, for KS2 only, the coming term. This means that concepts are included on multiple occasions due to the revisiting units. The dictation tasks focus only on words that have been taught in the current term.

The assessments come with a Question Level Analysis spreadsheet. This is only for the word level testing. Teachers should use the dictation tasks formatively to address any misconceptions or common errors in spelling transfer or the application of specific spelling concepts. The Question Level Analysis spreadsheets can be used to help teachers identify an appropriate entry point into the curriculum, allowing teachers to go back to the earliest point where a large number of pupils across the class or cohort are insecure and teach on from there. There may be some pupils who have other gaps in their knowledge that require additional instruction. Teachers should agree on the best way to tackle these, for example, through additional teaching sessions, targeted home learning or as part of the flexible content blocks.

When implementing CUSP Spelling, teachers may wish to complete the diagnostic assessment from the previous term to support them in identifying an appropriate entry point to the curriculum. For example, if a school was implementing CUSP Spelling in the Autumn term, Year 3 teachers may use the Summer term diagnostic assessment from Year 2 to help them identify an appropriate entry point for the start of the Autumn term.

It is expected that in most cases, pupils will be taught in their class groups.

Reasonable adjustments for pupils with SEND

As part of the planning and preparation for the delivery of each block, teachers will need to consider how specific activities, or the delivery, may need to be adjusted to ensure that pupils with SEND are able to access the materials and participate fully in the lesson.

Pupils with language and communication difficulties (including those with ASD) may need additional visual prompts to help them understand what is expected of them. The task could be broken down into smaller, more manageable chunks and individual task boards used to demonstrate these.

Some pupils may have a hearing impairment. Teachers should think carefully about how this impacts their ability to hear and produce each sound in a word and consider how best to adapt the spelling lessons to ensure that these pupils can be successful.

For some pupils who have specific challenges around processing, some of the timed tasks, such as Speed Spell, may require specific adaptation to ensure that all pupils can participate fully in the lesson. This may mean reducing the number of words, giving additional time, introducing the use of a scribe or any other adaptations specific to the pupils in your class.

It is essential that pupils have a secure knowledge of the alphabetic code before embarking on teaching CUSP Spelling. This means that if there are pupils who have not yet secured this understanding, additional intensive Phonics instruction should be deployed before these pupils begin CUSP Spelling lessons. This should be delivered in line with the school’s approach to teaching Phonics.

**Guidance on how to record CUSP Spelling**

We use a separate book for taught spelling concepts (Sessions 1 and 2) as this means that pupils can focus on the taught concept when time in the sessions should be maximised for spelling. This also makes it easy for teachers to reflect on and assess pupils' learning in spelling over time.

This also means that pupils can keep their spelling books with them as they write across the curriculum so that they are always there to refer to. These can also form part of transition for homophones or common exception/ statutory word lists to ensure consistency of memorable clues between year groups.

Spelling books are not formally marked but teachers do review pupil outcomes during spelling sessions and ask them to explain concepts and correct any mistakes. Pupils should be taught to look carefully at displayed dictation sentences and mark these themselves. Putting a tick over each letter or grapheme can help pupils to check carefully. Teachers may choose to review spelling books to see where errors are occurring for individuals, groups and the cohort.

Where Session 3 in each week focuses on the spelling transfer into writing, we recommend that this is completed in pupils' main writing book as this is designed to be part of a writing lesson for the week. This will usually be focused on pupils highlighting a piece of their own writing for a particular spelling concept so this should be part of the editing/ writing process that becomes embedded in writing practice.

**Handwriting**

At Wardley CE Primary School handwriting and letter formation is taught throughout the school. The correct way of forming letters with joining flicks is modelled by the teacher and patterns of letters are taught through the **MSL Handwriting Rescue Scheme** through timetabled handwriting lessons which start from the spring term in Y1 and then through all year groups to Y6. Children who need additional support have adult interventions to ensure incorrect formation is not practised. The Teddasaurus handwriting resource is used to support this. Good presentation is emphasised at all times and through all forms of writing.

In the Foundation Stage children are taught to write their name through tracing, copying and writing from memory. Support is given to those with poor pencil grip through triangular pencils and pencil grips. Appropriate seating accommodation should be made for left-handed writers, for example being sat on the left hand side of the table or next to another left -handed writer.

From Year 1 onwards writing is on lined paper. Children write in pencil through the EYFS, Y1 and into Y2. During the course of Y2, they will move onto pen (and be awarded with their pen writing licence) when they can demonstrate consistent, well-formed legible handwriting in the school’s printed pre-cursive style.

**Speaking and listening**

Our English curriculum reflects the importance of spoken language in pupils’ development. Spoken language underpins the development of reading and writing. The quality and variety of language that the pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Opportunities may include a reading for performance activity, a reading for fluency activity or a structured class debate. The key threshold concepts for communication that are developed over the key stages are:

* To listen carefully and understand
* To speak with clarity
* To hold conversations and debates
* To develop a wide and interesting vocabulary
* To tell stories with structure

These oral skills are directly taught, modelled and sensitively encouraged in whole class and small group settings. Opportunities across the whole curriculum are planned for and developed. Children play an active part in presentations, topic talks, homework project presentations, whole-school collective worship, courageous advocacy, church celebrations and group discussions and debates. Photos are taken as a means to capture the moment and pupils write an explanation of the skills developed within the session. Staff also create class blogs for the school website when whole-class oral presentations have taken place.

**Links to the Wider Curriculum**

Pupils get to rehearse, apply and consolidate their learning in all other areas of the curriculum. Careful planning ensures pupils continue developing all areas of English in other subjects. For example, within the history topics the pupils use their knowledge about a studied topic to write an extended piece.

At Wardley CE Primary School English contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as why we should be courageous advocates. They discover how to be active citizens in a democratic society through the election of the class Ethos Rep.They challenge stereotypes and appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

At Wardley CE Primary School when teaching English, we contribute to the children’s spiritual development where possible. Children learn about how societies have changed over time on how prejudice and persecution can be an unfortunate part of this process. The geography and history programme of studies enable children to understand that Britain’s rich cultural heritage can be further enriched by the multicultural British society of today.

**Impact**

The impact of the subject can be seen in the progress that the pupils make. This can be seen as knowing more, remembering more and being able to do more. It is about the pupils developing their ability to think geographically. It is about connecting existing and new knowledge, developing competence and making links. Assessment is both formative as children learn and summative to evaluate the gains that have been made. It is kept to the minimum necessary to be fit for its purpose.

At Wardley CE Primary School assessment is in line with the school’s assessment policy. Teachers are expected to assess at the end of each topic against the subject's threshold concepts (disciplinary knowledge) and the subject's substantive knowledge, which enables teachers to track each child’s progress. These are based on the subject’s National Curriculum programme of study,

The way we assess this progress includes the following practice (as set out in the school’s teaching & learning policy and assessment policy):

• On-going formative assessment- this includes the use of day to day assessment for learning classroom practice and feedback. It looks at the pupil’s development of key knowledge and skills. It can include short tests and quizzes. The aim is to reactivate thinking, make links and connect ideas to better embed them in the long term memory.

• Long term summative assessment - this looks at the subject’s substantive and disciplinary knowledge. It involves the pupils drawing their learning together, for example in the end of unit responses to the key questions. It also provides an overview of whole school progress for the subject leader.

**Role of the subject leader.**

The English subject leader at Wardley CE Primary School is Danielle Millington supported by English leads Mrs K. Walker (Y2 - Y6) and Mrs K. Flanagan (EYFS & Y1)

Their role as subject leaders is to act as a guardian of the standards in the subject.

This means that they know:

• How well pupils achieve.

• What the strengths of provision are

• What needs to be done to improve outcomes.

To achieve this subject leaders undertake the following monitoring activities on a termly basis:

• Lesson observations.

• Monitoring of children’s books.

• Discussions with both adults and children.

• Looking at classroom displays.

In addition subject leaders will:

• Support staff in their development of planning and to monitor planning.

• Facilitate the sharing of good practice among staff.

• Work together with colleagues to raise standards.

• Ensure that the policy documents and curriculum resources remain useful and current.

**English and links to home.**

Ideas about how parents and carers can help their child with English at home are sent out on the class curriculum leaflets each half-term.

**Inclusion**

At Wardley CE Primary School all children have access to English lessons and activities regardless of their characteristics or ability. Teaching approaches provide equality of opportunity by making sure the work is suitable for all, regardless of gender, considering religious and cultural beliefs and enabling those with disabilities to have full participation

Through adaptive teaching we provide all children with the tools and support to be involved and access every history lesson. This is the ‘low threshold, high ceiling’ model of teaching and learning that is set out in our teaching and learning policy.

To promote an inclusive environment in English we will use the following provision model:



|  |  |
| --- | --- |
|  |  |
|  |  |