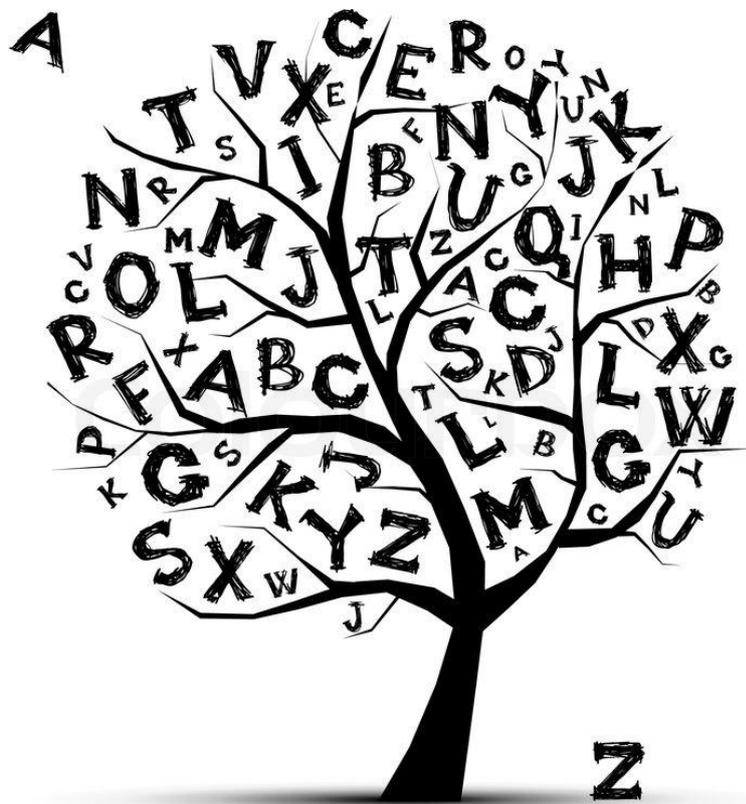




Kilburn Junior School

# English Policy



SPRING 2026





**KILBURN JUNIOR SCHOOL**

Embark Federation

Policy written by: Elizabeth Jennings

Date of last review: March 2026

Date of next review: March 2029

# ENGLISH CURRICULUM

At Kilburn Junior School, English is viewed as a creative and highly inter-connected discipline that is essential for everyday life and for success, universally, in the world of work. A high-quality English education, therefore, provides the foundation for pupils to understand the world around them. A sound grasp of English is critical to understanding all subjects across the curriculum. Without having confidence and competence in English, children will be denied the language with which to understand, unlock and quantify their experiences of the world.



## INSPIRE CURRICULUM VALUES AND ATTRIBUTES



At the heart of the English curriculum is the Embarck Federation Multi-Academy Trust values. Through teamwork, we can reflect upon our own and others work and provide purposeful and meaningful feedback to progress and improve on our reading, writing and grammatical skills. Using the spoken word, we can express our successes and can speak openly with integrity and consideration for others.



The English curriculum enables our learners to explore the richness and diversity of our multicultural society. Through a diet of rich and varied selection of texts children can learn to appreciate and show respect and tolerance for a range of authors and their historical and cultural background. We provide children with the opportunities to express their views and opinions using standard English, enabling them to articulate themselves with confidence and clarity.



English serves as a useful vehicle to enable children to demonstrate and develop a multitude of You22 Values: creativity, independence, inquisitiveness, collaboration, perseverance, resilience and communication. Developing these skills will empower children to achieve their full potential.



English facilitates opportunities for children to rationalize, research and present their findings. Working within teams, children will effectively communicate and confidently imagine and explore new products and services.



The outdoor environment of Trailblazers opens up a whole new world of imaginary and purposeful activities. Children are encouraged to express themselves through drama, role play and musical activities, in which the spoken word and composition skills are vital for success.

## **English Curriculum Statement**

At Kilburn Junior School, we aim to provide our children with an English Curriculum that is fun, motivating, interesting and most importantly purposeful. We strive to develop high standards of literacy through a stimulating and inspirational English Curriculum, where every child fosters a passion for English, has the opportunity to shine and reaches their full potential.

As English has a pre-eminent place in education and in society, it is at the heart of all learning at Kilburn. We recognise that a good grasp of English allows children to access the whole curriculum. Therefore, the overarching aim of the English Curriculum is to equip children with a strong command of the written and spoken word, and develop a love of literature through widespread reading for enjoyment.

## **National Curriculum 2014**

The National Curriculum (2014) clearly states that teaching the English language is an essential role of a Primary School.

The English Programme of Study is based on four areas;

- Spoken language
- Reading
- Writing
- Spelling, grammar and punctuation

The National Curriculum is divided into 3 Key stages; Key Stage 1, Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6). By the end of each key stage, pupils are expected to know, apply and understand the conventions, skills and processes specified in the relevant programme of study.

At Kilburn Junior School the focus is on the Lower Key Stage 2 and Upper Key Stage 2 sections, however, we appreciate that children do learn at different rates and therefore teachers have a working understanding of the whole curriculum not just that of the phase in which they teach. Curriculum 2014, gives detailed guidance of what should be taught at each Key stage under the following headings:

- Spoken language
- Reading - Word reading, Comprehension
- Writing – Transcription, Spelling, Handwriting and presentation, Composition, Grammar and punctuation

## **Our School Vision for English**

Here at Kilburn, our broad and rich English curriculum aims to ensure that all our children:

- Read easily, fluently and with good understanding,
- Develop the habit of reading widely and often for both pleasure and information,
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language,
- Appreciate our rich and varied literary heritage,
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences,
- Use discussion in order to learn; explain clearly their understanding and ideas – to be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

## **Spoken Language**

Developing strong speaking and listening skills is fundamental to the teaching of English at Kilburn Junior School. Teachers and Teaching and Learning Assistants place a high emphasis on spoken language and plan for the discreet teaching of skills as well as incidental learning opportunities.

Our approach is firmly based on teaching how language changes in different contexts. We believe children need to develop strong oracy skills to enable them to internalise language patterns and understand how language changes in different situations. This enables our children to understand and manipulate language for different purposes and audiences. To do this, teachers provide authentic contexts, giving children opportunities to use a range of spoken language. Teachers provide a range of purposeful opportunities through role play, drama, discussions and debates in the classroom as well as within Trailblazer sessions. Teachers model the use of Standard English, increasing children's repertoire of vocabulary and sophistication of spoken English. All staff model this in all subjects across the curriculum.

The focus on the spoken word gives children the ability to cope with written language by discovering:

- How it works,
- That meanings are shaped by lexical and syntactical choices,
- That language changes in different contexts,
- That there are differences between written and spoken English and standard and nonstandard,
- Rules of spoken language,
- Creative thinking and self-expression.

## **Reading**

At Kilburn, we understand that learning to read is the foundation for future educational success. Being able to read is the most important skill children will learn during their early schooling and has far-reaching implications for lifelong confidence and well-being. The teaching of reading at Kilburn consists of two dimensions: Word reading and Comprehension. Reading focuses on developing children's competence in both dimensions; different kinds of teaching are needed for each.

## **Phonics**

It is expected that most children will be competent readers by the end of KS1 and daily phonics sessions are not the norm at KS2. For those children who have not reached expected standards, close monitoring and assessment will inform interventions, highlighting gaps early on ensuring children make accelerated progress. We use a range of tried and tested phonics interventions that are selected to fit with a child's needs. These include: Lexia, TRUGS, Precision Teaching, Toe by Toe and Phonological Awareness Training.

Synthetic phonics teaching is used in catch-up programmes so that all children can learn to read quickly and skillfully. Children are taught the correspondences between letters (graphemes) and sounds (phonemes). They identify and blend different letter sounds and letter combinations together ('synthesize' them) to make a word – for example, pronouncing each phoneme in shop /sh/-/o/-/p/ and then blending those phonemes to produce the word. Through this, children take important steps in learning to read. They can also use this knowledge to begin to spell new words they hear.

Using a systematic synthetic phonics approach, almost all children quickly become confident and independent readers. They soon move away from the mechanics of identifying and blending letter sounds (or 'decoding' words) and start reading fluently, even when they come across words they have never heard or seen before. Once the process of reading becomes automatic and easy, they can devote all their attention to understanding the meaning of what they have read.

At Kilburn Junior School, we follow the 'Twinkl Phonics' programme during our phonics intervention groups, which run for at least 20 minutes each day. We assess each child and begin the scheme at the phase appropriate to their knowledge. Children who are in a phonics intervention group will sit a phonics screening check at the end of each term to assess whether they still need this intervention, whether they need to

progress onto a different type of intervention and where their gaps still exist. Children will also be given a staged 'Twinkl Phonics' reading book which matches the stage they are working on, in order to practise recently learned phonemes. Each stage is broken down into termly sub-stages to ensure children are only exposed to phonemes that they have been taught. Children are encouraged to read their book more than once to build up fluency and expression when reading.

### **Reading teaching and comprehension**

Daily reading sessions are now an integral part of each classes' timetable. Within each lesson, there is either a focus on 'reading for fluency' or 'reading for meaning'. In order to fully understand a text, children must first read fluently. Our fluency lessons are broken down into 3 strands; automaticity, prosody and accuracy, ensuring that children are learning to read at an appropriate speed, with good expression and with little error. Our reading for meaning sessions provide valuable opportunity to practise comprehension skills and show a clear understanding of what has been read. Through both our extended reads and close reads, children are given the opportunity to read high quality texts, discuss what they have read and answer a range of question styles. (This may include written questions, verbal questions, matching, ordering, true or false and find and copy.)

All children are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, and to establish an appreciation and love of reading. Reading widely and often increases children's understanding and vocabulary because they encounter words they would rarely hear or use in everyday speech. It also opens up a treasure house of wonder and joy for curious young minds. At Kilburn we believe it is essential that, by the end of their time here, all our children are able to read fluently, and with confidence. Reading for pleasure is a whole-school priority here at Kilburn and we are committed to building a whole school community that loves reading.

To promote a love of reading, we:

- Read aloud to children up to and including Year 6, to introduce them to new authors and styles of writing
- Share high quality texts
- Encourage and model reading for pleasure and establish an appreciation and love of reading
- Establish and develop a varied range of texts in the classroom to appeal to individuals and groups
- Promote reading challenges and celebrate reading success
- Focus on book corners, displays and the library
- Celebrate World Book Day and/or Book Week across the school
- Encourage children to use and enjoy our school library
- Recommend books to children and encourage them to recommend books to each other
- Welcome parents to come into school to read with their children
- Provide a wide range of genres and authors in our Free Read boxes.

### **Parent Read**

'Parent Big Read' sessions are held one morning a week. The Big Read sessions invite children and parents or carers to attend school from 8:40 – 8:45 to take part in extra reading and reading activities. Children attending alone can either pair up with each other or attend an extra guided reading session with the class teacher or teaching assistant. Parents and carers are also welcome to join this and are provided with examples or the types of questions which promote good reading comprehension knowledge.

## **Reading Scheme**

Children have access to a range of texts and genre primarily through Oxford University Press. These include:

- Oxford Reading Tree (Stages 4 -11)
- Project X
- Treetops (Time Chronicles, Stage 11-13)
- Treetops (Fiction and Nonfiction, Stages 9 - 16)
- Treetops (Classics, Stages 15- 17)
- Treetops (True Stories/Great stories Stages 14-20)
- Treetops (Myths and Legends Stages 10-17)
- Treetops (Chucklers, Stages 9-20)
- Treetops Graphic novels (Stage 16-20)
- Treetops (In fact, Stages 11-20)
- Free Read books appropriate to their reading level (Staged by Lexile)

In addition, some children will have access to KS1 resources:

- Twinkl Phonics reading books (Phases 1 to 6)

Children across the school are allocated individual reading books based on accurate up to date assessments. These include those from:

- Salford Reading tests whereby children are given a reading age and comprehension age in Autumn (Repeated in Spring and Summer where interventions have been in place)
- NFER tests
- Arbor tracking data
- Daily reading teaching
- Information from Home-School Planners and class reading records
- Evidence from Intervention programmes such as TRUGS, Lexia, Ticking Texts, PAT and Phonics

Fluidity across levels is made in conjunction with the teachers' professional judgement.

If children progress through the reading stages of their year quickly, they are encouraged to take a 'Free Reader' book. All 'Free Read' books have been staged to year groups using the Lexile Framework for Reading tool to ensure that children are still reading a book which is appropriately challenging for their reading journey. Each classroom's 'Free Reader' box aims to provide a range of authors and genres.

## OXFORD READING TREE EXPECTED STAGES

As a school, we follow the Oxford Reading Tree scheme of books. Below is list of stages that a child reading at their expected reading level should be reading throughout their school year. Once a child has reached the top stage for their year group, they will be placed onto 'free readers'. Each year group will have their own set of free read books to ensure they are suitable for their reading level and are designed to offer a variety of genres and topics to the children.

Year 3	Stage 12	<p><b><u>WHEN TO USE THE FREE READERS</u></b></p> <p>(year group appropriate free reads) Free reads are to be alternated with stage books.</p>
	Stage 13	
Year 4	Stage 14	
	Stage 15	
Year 5	Stage 16	
	Stage 17	
	Stage 18	
Year 6	Stage 19	
	Stage 20	
		Year 3 – stage 14 / free read
		Year 4 – Stage 16 / free read
		Year 5 – Stage 18 / free read
		Year 6 – Stage 19 + 20 / free read

### **Library**

Our school library has recently undertaken a large renovation to ensure the space is fresh, inviting and promotes reading for pleasure. Both our indoor and outdoor library are stocked with a range of authors, genres, new and classical books. The library has been designed to make finding a book easy with zones such as picture books, non-fiction, language books, popular series and authors and graphic novels. Each class has a weekly visit to the library where they are encouraged to take a book home to share with their family. Teachers model how to use the library correctly and often share their recommendations with their class.

### **Home-School Planners**

Children's planners are a powerful communication tool between home and school as teachers comment on children's reading within the journal and parents do the same. There is a high expectation that children read to an adult at home, 4x per week.

When a child struggles to read at home, this should be monitored and followed up initially by the class teacher and/or the head teacher. These children may need additional support and practice in school.

## **Writing**

The National Curriculum states that children should:

- develop the stamina and skills to write at length,
- use accurate spelling and punctuation,
- be grammatically correct.

Writing is taught following Embark's Key Stage 2 Writing Sequence (see Appendix 1). This sequence is split into two sections: The Teaching Stage (internalise and imitate/innovate) and the Independent Writing Stage. Through the whole writing sequence we aim to develop children's ability to understand the context of their writing, understand text specific structures and language choices, develop their vocabulary, teach specific skills and knowledge, enable children to learn how to write effectively during shared writing activities, plan their own writing, write independently and reflect on their own authorial choices. Each stage of the writing process is important in the production of a finished piece of writing.

Within each year, children independently produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. Teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions.

The children are taught to write for a wide range of purposes through fiction and non-fiction text types: to entertain, to inform, to instruct, to discuss, to persuade, to recount and to explain. The children are taught to recognise the purpose, audience, text structures and languages features of each text type. During the second stage of our writing sequence, children interrogate a WAGOLL text. Children are provided with a printed text with a colour key for them to identify what they enjoy about the writing as a reader alongside identifying where they believe the author has been clever with their authorial choices. Additionally, children are encouraged to annotate the text by recording ideas and thoughts they have had for them to refer back to in the future(see Appendix 2). These notes may included reference to specific grammatical features but they should also link to authorial choices as to why composition choices have been made and their impact on the reader.

Within the Teaching Stage, children have shared writing lessons. For these lessons, children use a double page within their English exercise book (see Appendix 3). The left page is used for generating ideas and the right page is used for the children to draft their writing. Shared writing lessons enable children to learn specific skills and knowledge that are required for the focus text, purpose and audience. Teachers provide children with carefully selected success criteria for each section of their shared writing. To further support children, teaching staff may provide pupils with key points/ideas that are going to be written about within their writing. Teachers support children to generate their own vocabulary and ideas. Then, teachers will model a sentence to the children, paying attention to punctuation, spelling and language features that help them to achieve the identified success criteria. Children will then use their own ideas to form their own sentence. Once they have done this, they will proofread their writing to correct any errors. Children will also be taught how to edit to improve their sentences by using ideas and techniques for improving writing (see Appendix 4). This is repeated throughout the shared writing process. By structuring and restructuring ideas in writing, children extend their powers of imagination, learn to express increasingly complex, abstract and logical relationships, develop skills of reasoning and critical evaluation. This, in turn, feeds back into their competence as thinkers and speakers.

When children are working with the independent stage, they plan, draft, proofread, edit, redraft and publish their writing. Children will be provided with a new context for their independent writing. This may be based on a variety of stimuli: a text, a scenario, a picture, a video etc. Children should plan their ideas and this may be done on a writing planning proforma. For independent writing, children will either choose their own success criteria or be provided with success criteria to include. For children with individual target cards, they may choose targets from these. Children are then expected to plan independently before writing independently. Children may independently choose to use additional resources in the classroom to support them: dictionaries, word mats, thesauruses, working walls, previous shared writing, vocabulary etc.

Each half term, one–two pieces of writing are published. Their published work is then gathered in their Published Pieces books where each child’s assessment grid is also stored. For every piece of published writing, teachers mark this against the Embark writing grids. These books are to allow children to see their own progress and to develop their pride and confidence with their writing. By publishing work, children are developing their ability to use corrections and improvements and produce a final copy. This is a beneficial life skill that will support them during their time in education and beyond. Fiction pieces of work are explored and reflected on once they are published.

The teaching of writing at Kilburn centres on an approach which meets class, group and individual needs. Children are supported in learning how they can develop their writing, which may be presented through personalised ‘Next Steps’ targets, text appropriate success criteria and verbal feedback. Targets are worked upon during guided sessions with the teacher, as well as in shared and modelled writing as a class. Where teachers have identified a particular focus for development, children will receive personalized target cards identifying their targets with examples to refer to (see Appendix 5). On the target, children are provided with a target in language appropriate to the child. In the second row, they are provided with an example of how their target could be applied to support them. In the third column, staff will tick when they see the target being met within independent work.

Independent writing is assessed in line with the school marking policy and children are provided with achievable steps to progress and extend their writing capabilities quickly. There are many opportunities for children to improve their writing inspired by texts, personal experiences, drama techniques, images and film clips. They may be asked to produce their writing on their own or collaboratively as part of group.

We recognise that writing down ideas fluently depends on effective transcription, that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphological (word structure) and orthographic (spelling structure) patterns of words. Writing also depends on fluent, legible and, eventually, speedy handwriting. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Therefore, we incorporate a skills based approach to writing, which explicitly teaches Grammar, Punctuation, Spelling and Handwriting systematically within English lessons as part of each writing unit. Where appropriate, this may also be in additional regular short sessions to those within English lessons.

### **Grammar and Punctuation**

The grammar of our first language is learnt naturally and implicitly, through interactions with other speakers and from reading. We recognise, however, that explicit knowledge of grammar is very important, as it gives us more conscious control and choice in our language. Building this knowledge is best achieved through a focus on grammar and punctuation within the teaching of reading, writing and speaking. Some would argue that the study of grammar is worth teaching in its own right because it is intrinsically interesting – and so it is. This is not the primary aim at Kilburn; our aim is to improve children’s writing.

Grammar is fundamental to this, as a means to an end, but a means that involves investigation, problem solving, language play and a growing awareness of (and interest in) how language works. It should be clear from this that the purpose of teaching grammar is not simply the naming of parts of speech, nor is it to provide arbitrary rules for ‘correct’ English. It is about making children aware of key grammatical principles and their effects, to increase the range of choices open to them when they write. We understand that the study of grammar all by itself will not necessarily make a child a better writer. But we feel that, by gaining a clearer understanding of how our language works, children should also gain greater control over the way they shape words into sentences and sentences into paragraphs. In short, we believe that the teaching of grammar helps our children to become more *effective* writers.

The growth of competence in grammar also contributes importantly to the broader development of children’s thinking. The more context-free and explicit nature of writing helps children become increasingly reflective about language.

## **Spelling**

At Kilburn we want our children to become fluent and effective writers; accurate spelling is a means to that end. Competent spellers need to spend less time and energy in thinking about spelling to enable them to channel their time and energy into the skills of composition, sentence structure and precise word choice.

The two factors that make English such a rich language also define its complexity: the alphabetic system and the history of the language. The alphabetic system is efficient, 26 letters creating 44 phonemes in 144 combinations to form about half a million words in current use. The English alphabet includes 21 consonants; spoken English uses 24 consonant sounds, so the match between how we say a consonant and how we write it is generally predictable. The rich array of vowels poses particular problems: there are 20 spoken vowel sounds but only five vowel letters. The long **a** sound, for example, is represented in a range of ways: e.g. **ai, a-e, ea, ay, eigh**.

The other factor influencing our spelling is history. There are three main historical sources for English spelling patterns:

- **Germanic** – From the Anglo Saxons. Over half our words fall into this category;
- **Romance** – French and, in the 16th century, Spanish and Portuguese;
- **Classical** – Greek and Latin, from which we often derive the language of areas of knowledge.

The English language has absorbed thousands of words from all over the world, through trade and commerce. These words and phrases continue to enrich the language and give us a great wealth of expression. The implications of this, for teaching spelling, may seem daunting but 85% of the English spelling system is predictable.

At Kilburn, the key to supporting our pupils to become confident spellers lie in teaching the strategies, rules and conventions systematically and explicitly, and helping pupils recognise which strategies they can use to improve their own spelling. Our balanced spelling programme includes five main components:

- understanding the principles underpinning word construction (phonemic, morphemic and etymological)
- recognising how (and how far) these principles apply to each word, in order to learn to spell words
- practising and assessing spelling
- applying spelling strategies and proofreading
- building children's self-images as spellers

Our spelling programme, adapted from the 2014 'Shakespeare and More Spelling' scheme, gradually builds pupils' spelling vocabulary by introducing patterns or conventions and continually practising those already introduced. Experience has confirmed that short, lively, focused sessions are more enjoyable and effective than an occasional skills session. Spelling strategies are taught explicitly and applied to high-frequency words, cross curricular words and individual pupils' words. Proofreading is taught during shared and guided writing sessions and links are made to the teaching of handwriting. Access to ICT resources such as Spellzone, support home-school learning in this area.

## **Handwriting**

Here at Kilburn, it is our aim that all pupils should develop a fluent and legible style of handwriting. Handwriting is a movement skill and one that is best taught directly by demonstration, explanation and practice. The principal aim is that handwriting becomes an automatic process, which frees pupils to focus on the content of the writing. The correct formation of all letters needs to become automatic

and may require a lot of practice, particularly in the early years and Key Stage One. In order for this to occur, a Joint Handwriting Policy now exists with our feeder school, Kilburn Infant and Nursery School.

The expectation is that handwriting will be taught and practised in short sessions, where appropriate, in ways that develop accuracy, enhance fluency and legibility.

### **Extra Curricular Activities**

In addition to the above, extra-curricular activities play an important role in our rich and diverse English Curriculum. Regular trips to places such as theatres and our visiting Drama groups make English learning come alive for our children. Other exciting English based activities include: visiting book clubs, book fairs, World Book Day celebrations, poetry competitions and the 500 Words competition. Through all of these enriching experiences, we aim to inspire our children to, not only achieve highly, but to enjoy English.

Through being taught to write and speak fluently, our children learn to communicate their ideas and emotions to others; through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, spiritually and socially. Literature, especially, plays a key role in such development. All the skills of language are essential to participating fully as a member of society. And at Kilburn we are strongly committed to ensuring all our children enter society with the English skills that will equip them to succeed in life.

### **Role of Subject leader**

The Reading and Writing Subject Leaders are responsible for improving the standards of teaching and learning in English through:

- Monitoring and evaluating English:-
  - ✓ pupil progress and analysis of data three times per year
  - ✓ provision of English, ensuring the breadth and balance of the curriculum
  - ✓ English across the curriculum
  - ✓ the quality of the Learning Environment
- taking the lead in policy development
- auditing and supporting colleagues in their CPD
- purchasing and organising resources
- reporting to governors and SLT
- guidance support and training for parents and carers
- keeping up to date with recent English developments.

At Kilburn Junior School, we have multiple subject leaders for English who work in collaboration.

- Reading Subject Lead: Miss H Richardson
- Writing Subject Lead: Miss E Jennings
- Grammar, Punctuation and Spelling Lead: Miss E Jennings.

### **Expectation of all teachers:**

- A yearly overview is used to create a termly medium term plan, following the guidance of the adapted Embark Long Term Plans.
- Planning covers all English objectives throughout the year
- Weekly plans are based on medium term planning and success criteria based on the most recent assessments
- A4 English books are used for writing in literacy and writing is also evident in topic and science books
- Skills taught in English are reinforced and embedded throughout all other areas of learning; this is evidenced in all work
- Topics offer children the opportunity to contextualise and apply discrete literacy learning for a wide range of purposes

- A high level of presentation is expected across **all** subjects
- Guided group work is planned for and delivered
- Writing is edited and published at least once every half-term
- Learning Objectives and Success Criteria are displayed in all lessons and are evident in books
- Written feedback is directly linked to the Learning objective and Success Criteria in all lessons. (See feedback and Marking policy) This is supported by live marking.
- Success criteria are generated prior to the lesson (detailed on lesson planning) and with the children.
- Assessment for Learning is used in classrooms.
- The attainment and progress of pupils is tracked using Arbor
- High quality displays are used to support teaching and celebrate the achievements of pupils

### **Expectation of all teaching and learning assistants:**

- Staff will support and challenge identified groups and individuals across all year groups
- Staff will feedback to teachers and pupils as necessary and in line with marking and feedback policy
- Staff will model high standards of the spoken and written curriculum and share a love of reading with pupils

### **Time allocations for English**

- ✓ English to be taught every day for 1 hour
- ✓ Daily reading sessions
- ✓ Reading comprehension is taught at least one lesson per week
- ✓ Handwriting taught sessions twice a week 15 minutes, as required
- ✓ Handwriting practice within phonics/spelling teaching
- ✓ Extended writing taught across the curriculum
- ✓ Punctuation and grammar should be embedded in all English teaching and should be evident within planning
- ✓ Weekly spelling focus lessons, with additional support sessions for identified groups
- ✓ Phonics interventions or whole class focus, where needed
- ✓ Additional spelling interventions including Phonological Awareness Training (PAT), Precision Teaching and Toe by Toe, as required.

# APPENDIX 1

Embark's Key Stage 2 Writing Sequence

Stages of a Writing Sequence			
The Teaching stage	Internalise	1	<b>Explore the context of the book</b> which is to be the focus of the writing. Introduce the purpose & text-type (non-fiction)/composition focus (fiction) and sequence of learning to the children. (Internalisation)
		2	<b>Interrogation of the text-type</b> to be taught through highlighting, keys, annotation. Drawing out the underlying structure/framework of the text e.g. story mountain, boxed-up plan. (This stage can be referred to throughout the incremental teaching stage 4). Use this to generate the co-constructed success criteria. (Generation of the toolkit)
	Imitate/Innovate	3	<b>Research vocabulary/facts; which will be used within the text</b> , this stage may link with non-core subject lessons. This may also be 'Reading Comprehension to explore meaning'.
		4a	<b>Incremental teaching (Stage 1) of specific skills and knowledge</b> - Text-type, grammar and punctuation (identified from the interrogation stage and referred to in the planning stage of the independent writing sequence).
		4b	<b>Incremental teaching (Stage 2) Shared writing to apply the skills and knowledge taught with effect.</b> imitating/innovating on the underlying structure/framework drawn out of the model text during the interrogation stage. Teaching of proofreading and editing to improve.
The Independent	Independent	5	<b>Planning of the final writing</b> using a framework which promotes the structure of the taught text-type (That which has been drawn out during the interrogation stage and imitated/innovated on for incremental teaching).
		6	<b>Independent writing</b> from the planning, followed by proofreading and editing. Use of independently constructed success criteria to support editing and improving.
		7	<b>Reflection on the writing.</b> What the child would do differently next time. This is not acted upon.
		8	<b>Assessment of the independent piece</b> to inform next steps in teaching.

# APPENDIX 2

Example of interrogating a WAGOLL using the colour key.

Mondy 2<sup>nd</sup> March 2026  
 LI: Interrogate a narrative text *met*



## THE KRAKEN

Steadying himself, whilst the Norwegian sea buckled beneath his boat's hull, William peered nervously into the darkening horizon which seemed to slowly consume the blue-grey sky. A storm was advancing from the west: blinding lightning flashed; angry, grey clouds rolled towards him; thunder boomed in the distance; and tall, ominous waves began to swell around his weather-beaten boat. "Ah! This storm wasn't s'posed to hit for anotha two days!" William exclaimed anxiously.

Seemingly, within the blink of an eye, the waves began to tower into huge crests, battering the small, wooden boat around like a paper bag in a gust of wind. William - petrified and screaming - clung on to the gunwales for dear life. He had never felt fear like this before! The storm seemed to be never-ending. But after the violent storm's attack had died down, the ocean settled back to a gentle heaving swell and it seemed like it had all been part of some nightmare.

Defeated and dejected, battered and bruised, William felt like he had failed. "I can't do it," he sighed heavily, "I'll never know if it's real!" As he reluctantly began to steer the boat back towards home, William suddenly heard a noise. A rush of air... A deafening groan... It sounded like ten cannons being fired simultaneously. William rushed to the port side of the boat and peered through the sodden spyglass which still hung around his neck. He scanned the water surrounding him for the source of the noise. His eyes found a larger vessel but what had he heard? Then he saw it - a haunting pair of eyes the size of dinner plates rising out of the waves and then sinking below again. Could it be?

Moments later, without warning, a slithering, khaki-green tentacle pierced the water's surface searching for its next victim. Like a rocket lifting off, the kraken emerged from the churning sea, twisted clumsily in the air to reveal its orange belly and crashed back into the waves close to the larger sailor boat on the horizon. Sailors' screams could be faintly heard and whirlpools were being whipped up where it had re-entered the depths of the ocean. William had been close enough to see multiple scars on the beast's side and the stomach-churning, suffocating stench of decaying flesh hung in the air. It felt like the kraken had appeared just in time to satisfy William's desire to catch a rare glimpse of it...



	What I like as a reader
	Where I think the author has been clever

preposition  
phase and  
noun phrase

dashes  
for parenthesis  
hyphen for  
a compound  
adjective

pairs  
2 adjective  
sentence  
starter

ellipses  
for a pause

he doesn't  
speak formal  
English

Tells us the  
waves got  
bigger.

Tells us that  
the storm had  
gone away

another word  
for looked

Tells us  
the eyes  
look scary

# APPENDIX 3

Double page spread examples. Left page is used to generate ideas. Right page is used for success criteria and to draft, writing on alternate lines.

Thursday 20<sup>th</sup> November 2015  
 LI: Generate ideas ✓/met

Extra information  
 we found some moon rock  
 we heard experiences of the first space launch  
 we discovered lots of facts  
 we saw an old television  
 we noticed a timeline

Id words  
 located close the entrance,  
 located in the centre of the building,  
 situated in the middle of the bottom floor,\*

Planetarium  
 comfortable chairs like a cinema  
 dark  
 dim lights  
 bright twinkling - gaseous  
 immersive  
 billions of stars  
 planets

II: Retell and describe events ✓/met

GUIDED WRITING YA SUCCESS CRITERIA	
Dashes for parenthesis	✓/✓
-ed sentence starter	✓/✓
Adjectives to describe	✓/✓
Colon to demarcate boundaries between clauses	✓/✓

After having a go on the space landing simulator and discovering lots of facts - we swarmed down the infinite number of stairs down to the ground floor. Located in the centre of the building, there was the gargantuan planetarium. Once we entered the basketball-like dome, we reclined in our seats ready to dive into the milky way. Within moments, I began to feel queasy as the stars danced above my head and I could see cosmic signs popping up all around us. It was breath taking; it felt like I was in space!

Excellent descriptions, Isla. I love your verb choice, 'dive'! 😊

Monday 9<sup>th</sup> February 2016  
 LI: Generate ideas ✓/met

Formal greetings  
 Greetings to you all  
 Good morning  
 Good day

Between clauses  
 I would like to introduce myself first of all.  
 I am Peter Smith from Primrose Cottage.

Concerns  
 I am worried about the landscape that might be forever lost  
 I am fearful of the children's health

Extra information  
 unless we want to reduce our village's charm  
 unless we want to spoil our beautiful village  
 unless we want to destroy a picturesque view,

Fronted adverbials  
 Without a doubt,  
 Without question,  
 Certainly,

II: Write a formal introduction to a speech ✓/met

SHARED WRITING SUCCESS CRITERIA	
Formal greeting	✓/✓
Colon between independent clauses	✓/✓
Commas for parenthesis	✓/✓
Fronted adverbials	✓/✓

"Good afternoon to you all and thank you for coming to this meeting. First of all I would like to introduce myself: I am Peter Smith from Primrose Cottage and I have been a resident of Whigby for thirty years. I am delighted to be part of this village but I am fearful of our beautiful wildlife is a care less decision is confirmed about the up-coming bypass. The only viable option, unless we want our picturesque fields to be in a ruin, is to build this road in the North. Certainly, this bypass would be better for our community and I'm sure that the right-minded citizens will agree that the North is the best possible place for it.

Superb Work! Top notch! 😊

# APPENDIX 3

Ideas & techniques for improving writing. Further information for each of these ideas and techniques is provided with the Ideas and Techniques for improving Writing Booklets.



# APPENDIX 4

Target cards (front / back)

Start Date	Target	Target met / sustained

## Check it!

**Proofread to correct**

Spellings   
  Punctuation   
  Missed words

---

**Edit to rewrite**

Improve any word choices  
 Improve any sentences

---

**Edit to extend**

Deepen the moment with our ideas or techniques.