



# **PENPOL SCHOOL**

## **English Policy**

**Signed by:**

_____	<b>Head Teacher</b>	<b>Date:</b> _____
_____	<b>Chair of Governors</b>	<b>Date:</b> _____

**Designed: September 2025**  
**Review Date: September 2026**

## **Vision**

Penpol pupils are curious, creative and courageous learners. Our school community believes in authenticity as the foundations of deep-rooted learning. Through our rich and relevant English curriculum, we nurture community-minded, forward-facing international citizens of the future.

## **Curriculum Intent: Why do we teach English at Penpol School?**

At Penpol School, we recognise that secure English skills are the foundations to a successful learning journey and help equip children to succeed in later life. All teachers have a responsibility to develop the children's skills in reading, writing, speaking and listening and through developing a growth mindset can help them to become resilient learners so they can access the curriculum effectively and achieve their full potential.

At Penpol School, we:

- Provide a broad and balanced curriculum which will provide opportunities to write for a range of purposes, styles and audiences.
- Support all children in acquiring a wide vocabulary.
- Enable children to speak clearly and confidently and take into account the listeners need.
- Provide opportunities for children to plan, practice and evaluate their work.
- Ensure that all staff members are aware of planning, assessment, teaching and learning requirements for the English curriculum.

The world in which we live is changing rapidly; we cannot begin to predict the nature of roles and lifestyles our pupils will enjoy in the future. We can be certain, however, that a broad range of skills and dispositions will be required, alongside a well-connected bank of knowledge, in order for them to thrive. We know our amazing pupils well and are clear about our contextual challenges. The least confident pupils joining us at Penpol often need to improve the depth and range of their vocabulary in order to access the academic world. We are highly ambitious for each and every child in our school. We aim to unlock the academic code for all by supporting each pupil to develop a broad, rich and versatile vocabulary. Further, we aim to instil in each of our pupils an unshakeable belief in themselves and their potential for continued growth.

Signed by:

Headteacher:

Chair of Governors:

### **Implementation: How is English taught at Penpol School?**

At Penpol School, we immerse children in learning through quality texts and/or meaningful experiences. We use high-quality books relevant to the current topic, as well as special events, drama, trips, and other stimuli to inspire writing. This approach ensures that our writing curriculum is engaging, cohesive, and rooted in real-life experiences.

Oracy is a golden thread that runs through our English curriculum, underpinning all areas of learning. We recognise that speaking and listening are fundamental to developing confident, effective writers. Through regular discussions, debates, and collaborative activities, children are encouraged to articulate their ideas, refine their thinking, and build a strong vocabulary, all of which directly support their writing.

Children are encouraged to analyse the features of the text types explored, which then inform the success criteria. We collect and organise appropriate vocabulary to help develop the children's lexicon, discussing Tier 1, 2, and 3 vocabulary in lessons. There is explicit teaching of Tier 2 vocabulary throughout the curriculum.

A clear progression of skills is mapped out across the school, integrated into our English teaching sequence to ensure relevance for the children. This helps them develop a 'toolkit' they can apply in their writing. These skills are first practised in shorter pieces, and children are then given opportunities to apply them in a variety of longer tasks. This approach ensures that skills are embedded in a meaningful and purposeful way.

Children are supported through teacher modelling and are challenged appropriately to progress at their own pace. They use success criteria to evaluate their own knowledge and understanding, fostering a sense of ownership over their learning. In addition, they receive support in the process of editing and improving their work.

We continually evaluate and refine our English teaching practices to ensure they meet the needs of our pupils, instilling in them a lifelong love of challenge and, ultimately, a passion for learning.

### **Impact: What will we see from the teaching of English?**

Teaching English to our children will allow them to have the knowledge and skills to be able to write successfully. They will write for a purpose and audience in order to make progress from their own personal starting points. With the implementation of the writing sequence being established and taught in both key stages, children are becoming more confident writers and have the ability to plan, draft and edit their own work. By the end of Year 6, children will be able to write clearly and accurately and adapt their language and style in a range of contexts, purposes and audiences.

As all aspects of English are an integral part of the curriculum, cross curricular writing standards have also improved and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific language, grammar and

punctuation. Our pupils will acquire a wide range of vocabulary and have a strong command of the written word. Most importantly, they will develop a love of writing and be well equipped for the rest of their future.

### **Legal Framework**

This policy has been created with reference to the following statutory guidance:

- DfE (2013) 'English programmes of study: key stages 1 and 2'
- DfE (2021) 'Statutory framework for the early years foundation stage'

### **English in Foundation Stage**

In EYFS, English is split into two areas of learning:

- Communication and Language (a prime area) which underpins all seven areas of learning and development
- Literacy (a specific area) which covers two strands:
  - Reading (consists of two dimensions: language comprehension and word reading)
  - Writing (involves transcription and composition)

At Penpol School, we encourage our children to develop their English skills through a continuous provision that allows children the opportunity to develop their basic English skills.

In accordance with English are the Early Learning Goals outlined in the "Statutory framework for the early years foundation stage" (2021), children will be taught:

- **Communication and Language - Listening, Attention and Understanding**
  - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
  - Make comments about what they have heard and ask questions to clarify their understanding;
  - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- **Communication and Language - Speaking**
  - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
  - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
  - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
- **Literacy - Comprehension**
  - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
  - Anticipate – where appropriate – key events in stories;



- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
- **Literacy - Word Reading**
  - Say a sound for each letter in the alphabet and at least 10 digraphs;
  - Read words consistent with their phonic knowledge by sound-blending;
  - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- **Literacy - Writing**
  - Write recognisable letters, most of which are correctly formed;
  - Spell words by identifying sounds in them and representing the sounds with a letter or letters;
  - Write simple phrases and sentences that can be read by others.

In EYFS, the children are taught through Read Write Inc phonics programme. From this, children:

- Read and understand simple sentences.
- Use phonic knowledge to decode regular words and read them aloud accurately.
- Read some common irregular words.
- Demonstrate understanding when talking with others about what they have read.
- Use their phonic knowledge to write words in ways which match their spoken sounds.
- Write some irregular common words.
- Write simple sentences which can be read by themselves and others.
- Spell some words correctly and others are phonetically plausible.

Children are continually assessed through observations and assessments are made using the online platform Tapestry. In accordance to Read Write Inc, children are assessed on entry and to be placed in the appropriate sets. This is reviewed on a half termly basis along with the Phonics lead and the sets will then be adjusted accordingly.

## Teaching and Learning

### Positive Writing Culture

At Penpol School, we believe writing is a powerful tool for learning, creativity and self-expression. We strive to create a positive writing culture where every child sees themselves as a confident writer.

Key Principles:

- Daily, purposeful writing across the curriculum ensures writing is meaningful and relevant, helping pupils apply skills in varied contexts.
- Pupils focus on quality over quantity, taking time to plan, draft and improve their work rather than rushing to produce large amounts of text.

- Motivation is nurtured through encouragement, celebrating successes and linking to our Penpol Values, helping pupils manage challenges and believe in their potential.
- Writing tasks are challenging, interesting and matched to pupils' knowledge, with clear goals and success criteria to guide progress.
- Pupils receive timely, supportive feedback and opportunities to share their writing through collaboration, publication and performances, fostering a sense of pride and achievement.
- We promote metacognitive strategies, helping pupils plan, monitor and evaluate their writing to develop independence.
- Pupils have choice and purpose in their writing topics, enhancing engagement and enjoyment, with a whole-school approach that values and celebrates every writer's voice.

By fostering a positive, inclusive environment, we empower all children to develop as confident, motivated writers who take pride in their work.

### English lessons

In Key Stage 1 and Key Stage 2, English is taught daily. The English curriculum is often delivered with cross curricular links. Teachers provide children with opportunities to write at lengths across the whole curriculum.

English sequences of learning at Penpol School incorporate 12 steps and the order in which they occur and what they look like in class will vary. The 12 steps are:

- **Immersion:** Anchor to a quality text and/or meaningful experience.
- **Explore:** Clear success criteria. Analyse features of the text type.
- **Vocabulary:** Collect, build and organise appropriate, broad and deep vocabulary. Use synonyms to improve vocabulary choice. Explicit teaching of Tier 2 Vocabulary.
- **Teach/Model:** Explicitly teach writing by modelling, thinking aloud addressing misconceptions and guiding pupils through shared, supported and independent writing steps. Sentence-level teaching with step-by-step instruction and practice to develop well-formed, effective and creative sentence construction skills.
- **Plan/ Draft:** Generating and developing ideas, setting goals, gathering information, and organising thoughts into a structured, communicable written form.
- **Dictation:** writing a spoken sentence word for word, then checking and correcting their writing against the original version.
- **Spelling:** Spelling rules are being taught and spellings learnt are applied to their writing.
- **Punctuation:** Relevant punctuation is being taught and children are applying them to all writing experiences.
- **Grammar:** Learn sets of rules and systems that language follows. Apply this to their own writing.
- **Handwriting:** Handwriting lessons are taught and handwriting is applied to all writing experiences.
- **Composition:** organising words into sentences or paragraphs across genres. Oracy is an essential element, supporting sentence-level structure and idea development. Opportunities to practise basic

sentence construction skills and encouraged to use sentence structures effectively and creatively.

- **Edit:** Children make changes to improve accuracy and coherence, uplevelling their writing and correcting mistakes. They collaborate and assess with peers to support a growth mindset. Regular editing pauses during the writing process make it more manageable. Teachers also model editing by addressing deliberate errors as a class.

Throughout each sequence, the following elements should occur:

- Positive Writing Culture – children to think of themselves as writers
- EEF Five a Day to support the teaching and learning – Explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, using technology
- English Learning Walls and classroom environments reflect the ongoing learning journey
- Several opportunities to write at length each week across the curriculum
- Standalone SPAG, Spelling and Handwriting lessons are taught which support the children's writing
- Talk for Writing, drama and oracy are used throughout the sequence

Please see Appendix 2 – English Teaching Sequence to see the poster that's displayed in every classroom to help support teachers with the teaching and learning of English.

### Handwriting

At Penpol School, we recognise the importance of teaching our children to develop a neat, legible and speedy handwriting style. We place particular emphasis on a consistent cursive, joined-up approach, using *Letter-join* as the basis for our teaching. This programme supports all the requirements of the 2014 National Curriculum.

Despite the increasing use of digital tools for writing, we firmly believe that handwriting remains a vital skill. It influences not only the presentation and clarity of pupils' work but also their confidence and fluency across the curriculum. By the end of Key Stage 2, all pupils should be able to produce fluent, legible and increasingly rapid joined-up handwriting. They should also understand when to use different handwriting styles, such as cursive, printed or capital letters depending on purpose and context.

Our goal is to make handwriting an automatic process that supports, rather than interferes with, a child's ability to express their thoughts clearly and creatively.

Children will be taught using the Read Write Inc rhymes to form lower case letters from foundation stage onwards. Once children are ready to join letters, children will be taught to join using *Letter-join*. Capital letters will not be joined.

Please look at the Handwriting Policy for more information.

## Spelling

At Penpol School, we recognise the importance of teaching children to spell accurately. Confident spellers are more likely to write with fluency and enjoyment which will help our children feel empowered in their writing. Our aim is to equip them with a range of effective spelling strategies and to support them in applying these strategies independently. We encourage our children to enjoy exploring the patterns, rules and contradictions of the English language and to take delight in what they discover.

In EYFS and Key Stage 1, our children follow a high-quality, systematic programme of phonics teaching following the Read Write Inc programme. Phonics teaching makes strong links between blending for reading, segmenting for spelling and handwriting. All children are encouraged to apply their phonics knowledge when spelling, laying the foundation for future spelling success.

From Year 1, children are taught the age-related spelling content using Spelling Shed and the No-Nonsense Spelling scheme. These programmes provide a manageable, well-structured approach to meeting the requirements of the 2014 National Curriculum, with a clear progression through blocks of teaching units. They support teachers with a wide range of strategies and teaching approaches to develop spelling knowledge and understanding.

Spelling is taught through regular, discrete lessons where children explicitly learn rules, patterns and strategies. However, spelling is also embedded across the wider curriculum, providing meaningful opportunities for children to apply their learning in context. This includes writing across subjects, targeted vocabulary development and reinforcement through word-rich classroom environments.

Please look at the Spelling Policy for more information.

## Reading for Pleasure

Reading for pleasure is a vital part of the reading curriculum at Penpol School. Children are given dedicated time not only to read but also to discuss the books they enjoy. Regular *book talk* sessions take place, where texts are recommended and discussed between children and adults in the class. Teachers and staff model this process, encouraging children to reflect on their reading and to share their opinions confidently and often.

To further promote a culture of reading among adults, staff members include the titles they are currently reading in their email signatures, modelling reading habits and sparking conversation around books. We also have our own book swap shelves in the staffroom.

Children are encouraged to reflect on their daily reading habits through engaging activities such as *Reading Rivers*, *24-Hour Reads* and *Reading Alphabets*.

Parents and carers in EYFS and KS1 are invited to attend *Book and a Bagel* sessions. These are informal opportunities to share reading experiences and enjoy stories together in a relaxed setting.

Every day, class teachers read aloud a book purely for pleasure during whole-class shared reading. Each year group has a *Reading River* display to showcase the range of books children have read throughout the year.

Children also have regular opportunities to choose books for pleasure from the school library. Every classroom has a dedicated reading corner where pupils can read for enjoyment throughout the school day. In addition, the School Book Fair takes place twice a year, giving children the chance to browse and explore a wide range of books during school hours. We arrange trips to Hayle Library and encourage children to visit the library with their families.

Books are embedded throughout the wider curriculum, where high-quality texts are used to enrich topic work, develop subject-specific vocabulary and deepen understanding across subjects such as history, science and geography. Non-fiction texts are especially valued and regularly shared and celebrated, helping children make real-world connections, feed their curiosity and see reading as a tool for learning as well as enjoyment. By exploring a wide range of non-fiction, children develop both a love of reading and a richer understanding of the world around them.

In addition, books are read and celebrated in assemblies, where stories are used to explore values, spark discussion and bring the whole school community together through shared reading experiences.

To further inspire our young readers and writers, we regularly invite visiting authors into school to share their creative journeys, discuss their books and ignite excitement around storytelling.

We celebrate our annual Reading and Writing is Magic festival, which promotes the belief that “*Reading and writing is magic, and magic is for everyone.*” Throughout the week, we promote children’s reading rights and encourage every child to believe in the power of creativity. These core rights are shared and celebrated across the school:

- Every child has the right to be creative for at least 15 minutes a week (hopefully a lot more!)
- Every child has the right to have a planet to read and write on
- Every child has the right to see themselves reflected in a book
- Every child has the right to have some choice in what they read and write
- Every child has the right to read and write for the joy of it

As part of our wider reading celebrations, we take part in World Book Day each year. This is a joyful occasion where children and staff come together to celebrate books, authors and the wonder of reading in imaginative and engaging ways.

## **Read Write Inc.**

In EYFS and KS1, we use Read Write Inc. to ensure that every child becomes a confident, fluent reader. Children are assessed on entry and then at least once every half term to monitor their progress and ensure they are placed in the most appropriate group for their current level.

RWI is taught daily, with lessons and books carefully matched to each child's specific reading ability.

Each week, children take home:

- A RWI class book
- A book bag book that corresponds to their reading level
- Two books of choice from the classroom or school library

These books of choice are an important part of fostering a love of reading through personal preference. Children may read these themselves or enjoy them being read aloud by an adult, modelling fluent, expressive reading.

The lowest 20% of readers in each year group are identified and provided with additional, targeted support to help close the gap. For children who know their phonics but are still developing their fluency, specific 'speedy reading' interventions are delivered to build confidence and pace.

In KS2, some children who are still learning to decode continue to receive RWI interventions to ensure they develop the foundational skills needed for fluent reading and comprehension.

Our EYFS and KS1 Reading Lead regularly coaches and supports all RWI staff to maintain high-quality teaching across the programme. In addition, class teachers lead parent and carer workshops to engage families and equip them with the tools to support reading at home.

## **Whole Class Reading**

In Year 2 (from Spring Term) and throughout KS2, Whole Class Reading is taught daily to all children, regardless of their individual word recognition and phonics skills. Children who have completed the RWI programme also access Whole Class Reading to continue developing their comprehension and critical reading skills. The aim is to enable every child to access, experience and discuss high-quality texts while developing key comprehension skills, ensuring that mechanical aspects of reading do not hold them back.

Teachers select high-quality texts that provide an appropriate level of challenge for all learners. During Whole Class Reading lessons, teachers model specific reading objectives, strategies and techniques. Children also have opportunities to read for understanding during whole class reading sessions.

A variety of reading approaches are used, including choral reading, echo reading (*My turn, your turn*), independent reading, partner reading, and volunteer readers. Children respond to VIPERS questions, focusing on

Vocabulary, Infer, Predict, Explain, Retrieve, and Summarise—through verbal answers, partner or group discussions, whole-class conversations, or independent written responses in exercise books.

### Talk Through Stories

Talk Through Stories fosters a love of reading and helps create language-rich children by extending and deepening their spoken vocabulary through a range of children's literature. It is linked to **Read Write Inc.** and is taught in EYFS and KS1.

The story is read and then re-read, with vocabulary explored through a variety of short, engaging activities. Here are some examples of activities used during Talk Through Stories:

- Introduce the story and read it aloud to the children
- Discuss the problem or dilemma in the story
- Re-read the story so children can join in with predictable phrases
- Explore key vocabulary words in context
- Use freeze-frame activities to encourage children to construct sentences orally and build their vocabulary
- Develop comprehension through activities like "*Which sentence is right?*"
- Use *My turn/Your turn* repetition activities to practise sentences before discussing children's opinions
- Invite children to decide what they think about the characters—are they 'nice' or 'not nice' and explain why, then act in role as the teacher plays "*Quiz the Character*"

### High Quality Texts

At Penpol School, we immerse children in the world of reading through the use of high-quality texts that are closely linked to the topics being taught across the curriculum. Each year group has developed a *Reading Spine* that includes books from the *50 Recommended Reads*, texts that celebrate diversity and a range of engaging, inspiring literature.

We ensure that the texts children encounter include a rich balance of fiction, non-fiction and poetry, giving them opportunities to explore different genres, voices and purposes for reading. This wide variety helps foster curiosity, develop comprehension skills and build a deep appreciation for language in all its forms.

During RWI, Whole-Class Reading and English lessons, vocabulary is brought to life. Children explore rich language and regularly add new words to our Tier 1, Tier 2 and Tier 3 Vocabulary Learning Walls, ensuring that these exciting words are embedded and used confidently across the curriculum.

By combining meaningful, purposeful texts with a strong focus on vocabulary development, we create an environment where children are not just learning to read—they are truly experiencing the power and joy of language.



## Accelerated Reader

Accelerated Reader is introduced to children who complete the RWI programme and to children in Key Stage 2. Every term, children take the Star Reading test, which generates a ZPD (Zone of Proximal Development) range. From this, teachers can set personalised reading targets for each child. Once a child has completed their book, they take a comprehension quiz.

The ZPD defines the range of books that children should read to best develop their reading skills, while avoiding frustration. The ZPD is particularly useful for children using Renaissance Accelerated Reader, as it lists the readability levels for all quizzed books. Children are encouraged to read a wide variety of texts, from fiction to non-fiction, to broaden their reading experience.

During Accelerated Reader sessions, children:

- Choose a book within their ZPD range
- Read the book both in school and at home
- Take an online quiz
- Receive immediate feedback on their understanding.

The regular feedback motivates children to make progress with their reading skills and helps them stay engaged in the learning process.

Teachers access comprehensive set of reports which shows how much a child has read, the complexity of the books they have chosen and how well they have understood what they have read. These insights help staff tailor reading support and celebrate each child's growth as a reader.

## IDL

At Penpol School, we are committed to ensuring that all children become confident, fluent readers who enjoy reading and are able to access the wider curriculum. For children who require additional support with reading, particularly those with difficulties related to decoding, fluency or comprehension, we use IDL Reading as a structured intervention.

IDL (Indirect Dyslexia Learning) is a computer-based program designed to support children with dyslexia and other literacy difficulties. It provides highly personalised, multisensory learning that adapts to each child's individual needs. IDL Reading focuses on improving spelling, reading fluency, comprehension and confidence. It is particularly effective for children with gaps in their phonic knowledge or slower reading progress.

We use IDL at Penpol School by:

- **Targeted intervention:** IDL is used primarily with children who are working below age-related expectations in reading or who have been identified through assessment as needing additional phonics or fluency support
- **Individualised learning:** The program automatically assesses each child's current reading ability and generates a bespoke learning path, ensuring each child works at the right level and pace



- **Regular, timetabled sessions:** Children access IDL in small groups or 1:1 sessions several times per week, often supported by an adult. Sessions are short, focused and consistent, helping to build confidence and consolidate learning over time.
- **Multisensory approach:** IDL Reading engages multiple senses through visual, auditory, and kinaesthetic activities. This approach is especially beneficial for learners with dyslexia or working memory difficulties.
- **Progress tracking:** The system tracks each child's progress in real time, allowing teachers and support staff to monitor improvements, adapt provision, and celebrate successes.
- **Access at home:** Children have access to IDL at home and parents/ careers are provided with guidance on how to use the programme at home. They are updated regularly on their child's progress.

IDL Reading helps children to close gaps in their learning, develop greater fluency and accuracy in reading and build confidence in their ability to access written texts. It complements whole-class teaching by providing personalised reinforcement in a structured and supportive environment.

### Reading Buddies

Reading Buddies is a programme in which each child is paired with a pupil from a different year group. During these sessions, children spend time with their reading partner, taking turns to listen to each other read, either from a book or from their own writing.

#### Younger children benefit by:

- Enjoying stories read aloud to them
- Engaging in conversations about topics that interest them
- Receiving regular 1:1 support to practise familiar reading
- Experiencing reading in a fun, positive, and relaxed environment

#### Older children benefit by:

- Further developing their own reading fluency and expression
- Strengthening leadership and problem-solving skills
- Gaining confidence by acting as role models
- Feeling a sense of pride and responsibility by supporting someone in their school community

Occasionally, teachers swap classes during Reading Buddies sessions and read poetry aloud to their partner class, giving children the opportunity to enjoy shared storytelling and hear expressive reading from different adults in school.

### Planning

At Penpol School, English lessons are planned using our curriculum planners to ensure consistency, progression and high-quality teaching and learning across all year groups.

Each curriculum planner includes:

- A yearly overview, outlining the English units taught across the year. This ensures appropriate coverage, meaningful cross-curricular links, and the use of high-quality texts.
- A termly planning overview, which breaks down the sequence of weekly teaching. This includes a dedicated section for the teaching of SPAG (Spelling, Punctuation and Grammar).

To support planning, teachers also use the following documents to ensure continuity and progression across the school:

- Writing Curriculum Overview
- Reading Curriculum Overview
- Writing Teaching Sequence
- Reading Teaching Sequence

Teachers may choose to produce daily detailed lesson plans if they feel it supports their practice. However, all planning should be adapted to meet the specific needs of the children within each class.

Spelling is planned using a combination of Read Write Inc., Spelling Shed, and the No Nonsense Spelling programme. Handwriting is planned using the RWI Handwriting scheme and Letter-join.

### **Assessment**

Children will be assessed and their progress monitored in line with the schools Assessment Policy. Formative assessments will be carried out throughout the year and used to inform teachers planning. English Whole Class Marking takes place for each piece of English learning. A recording sheet is used and kept in a file organised by subject and clearly dated. Whole class marking evaluates children's learning at the point of action and, therefore, is extremely proactive in giving teachers and supporting staff immediate feedback upon gaps in children's understanding.

Success Criteria are used to clearly identify the skills the children are learning during the lesson. Children and teachers have the opportunity to reflect on the success criteria during the lesson.

Summative assessments are carried out at the end of a unit by using Sonar. Teachers are also required to make summative assessments each term using Sonar. This informs progress review meetings with a member of SLT.

Teachers on-going assessments enable them to quickly identify individuals or groups of children who requires further support. If a child requires further support, there are a range of strategies that can be implemented including: The EEF Five a Day Strategies and The Graduated Response.

### **Learning Environments**

At Penpol School, we ensure that all learning environments support the development of English through clearly defined and purposeful displays. Each classroom is expected to have:

- An English Working Wall
- A Reading Corner
- A Spelling Display / Word Wall

### **English Working Wall**

The English Working Wall should be interactive, meaningful and regularly updated. It must clearly state what is currently being taught in English (e.g. "In English this week, we are..."). The wall should support children's independence and reinforce recent learning.

It should include:

- Modelled examples that support the current learning focus
- Key vocabulary related to the unit or text type
- Writing prompt reminders (e.g. capital letters, full stops)
- Features and examples of the current text type
- A grammar and punctuation toolkit linked to current objectives (SPaG focus)
- Question stems to encourage reflection and self-editing (e.g. "Have you included...?")
- Celebrated examples of pupils' English work with a brief explanation of why it is being highlighted
- Relevant misconceptions identified through Whole Class Marking, used to support ongoing improvement

### **Spelling Display / Word Wall**

Every classroom should also have a Word Wall to create a vocabulary-rich environment and promote spelling awareness. This display should be purposeful, relevant and regularly updated to reflect current learning.

Features of a Word Wall may include:

- Tier 1, 2 and 3 vocabulary
- Word or sound of the week
- Current spelling rules or patterns
- Teacher models (e.g. flipchart examples, dictation strategies)
- Vocabulary collected across the curriculum
- 'Boastful' words or ambitious vocabulary (tier 2 vocabulary)
- Spelling strategies such as sound buttons and digraphs
- Interactive elements or word games
- Storyteller's 'Word of the Day' flipbook
- Word meanings and semantic links
- Visuals and real-life connections (pictures or symbols)
- Class-generated sentences or word work
- Age-appropriate dictionaries and thesauruses
- Examples of children's written work celebrating vocabulary use
- Evidence of spoken vocabulary development and enjoyment of words
- Additional classroom resources must include:
  - Word mats on every desk for pupil reference
  - RWI Speed Sound charts (See Appendix 5 and 6)
  - Statutory and class-relevant spellings (See Appendix 7)

### **Inclusion and Support for All Learners**

At Penpol School, we are committed to ensuring that all children have equal access to the English curriculum, regardless of gender, ability, language, physical or cultural background. We believe that all pupils, including those

with SEND and EAL, are entitled to high-quality, inclusive teaching that enables them to achieve and thrive as confident, capable writers.

### **Our Approach to Inclusion**

We follow a Graduated Response to ensure that the needs of all learners are met:

- Universal: All pupils receive quality-first teaching that is inclusive, well-structured and responsive to their needs.
- Targeted: Some pupils receive additional support to help them make progress, often through adapted teaching or group work.
- Specialist: A few pupils require individualised support and learning plans, developed with the SENDCO and specialist staff.

Teaching is adaptive from the outset. Teachers plan lessons that are accessible to all learners, with strategies in place to ensure every child can succeed. Where necessary, lessons are further adapted or supported to remove barriers to learning. This may include scaffolding, breaking tasks into smaller steps, visual prompts, increased oral rehearsal or use of technology such as recording devices to support the writing process.

### **Early Identification and Support**

Teachers are proactive in identifying pupils who may need support in writing. This includes looking out for children who:

- Write slowly or produce limited output
- Struggle to transfer learning between contexts
- Appear demotivated or disengaged during writing
- Are consistently quiet or withdrawn in writing activities

These concerns are shared and discussed regularly in phase meetings, with year group colleagues and the SENDCO, using learning plans which are reviewed regularly to ensure pupils receive timely, appropriate support. Teachers work to understand the specific barriers each child faces and respond with carefully tailored support.

### **Embedding Support in Whole-Class Teaching**

We believe that support should be delivered within the writing lesson wherever possible, ensuring pupils remain included in the full curriculum and benefit from shared learning experiences. Teachers aim to:

- Address individual writing difficulties during whole-class teaching
- Use shared writing to guide and model ideas in a supportive setting
- Implement guided writing groups to provide focused help for pupils with shared needs
- Avoid isolating pupils from broader curriculum learning, while still targeting key areas for progress

This approach helps consolidate prior learning and ensures pupils do not miss out on key content while receiving the support they need.

### **Effective Strategies for Inclusion**

We use a range of proven strategies, many of which are supported by the Education Endowment Foundation (EEF) and outlined in their 5-a-Day approach:

- Explicit Instruction - Clear teacher modelling, guided practice and frequent checks for understanding followed by opportunities for independent writing.
- Cognitive and Metacognitive Strategies - Supporting pupils to plan, monitor and evaluate their writing. Building awareness of what makes writing effective.
- Scaffolding - Using writing frames, word banks, sentence stems and partially completed examples that are gradually removed as confidence grows.
- Flexible Grouping - Temporary, need-based groups that target specific aspects of writing eg. spelling, vocabulary or sentence structure.
- Use of Technology - Tools like visualisers for modelling, voice recorders for sentence rehearsal and digital tools to support composition and revision.

Other strategies embedded in our teaching include:

- Colour coding for sentence structure or grammatical features
- Breaking down complex tasks into manageable steps
- Providing additional time for oral rehearsal
- Giving frequent opportunities for practice and repetition
- Using praise linked to individual goals and progress
- Implementing shared and guided writing to support collaborative learning

These approaches are especially important for pupils with SEND or low prior attainment, as they help manage cognitive load, support working memory and provide structure for success.

### **Leadership and Accountability**

School leaders are responsible for ensuring that writing provision is inclusive, high-quality and ambitious for all pupils. Leaders work closely with the SENDCO and teaching staff to:

- Identify where effective teaching can remove barriers
- Adapt teaching resources and practices to suit pupil needs
- Monitor the implementation of the Graduated Response and 5-a-Day strategies
- Support ongoing professional development and planning time for staff to tailor their teaching appropriately
- Time is allocated within staff meetings and phase meetings to review pupil progress, identify children at risk of falling behind, and agree on next steps for support and intervention.

At Penpol School, every child is a writer. Through inclusive, adaptive and evidence-informed teaching, we ensure that all learners, regardless of need, have the support, encouragement and opportunity to achieve success in writing.

### **Writing Across the Curriculum**

At Penpol School, we recognise the importance of providing pupils with regular and meaningful opportunities to apply their writing skills across the wider curriculum. While the explicit teaching of writing occurs during dedicated English lessons, writing across other subjects serves as a valuable opportunity for pupils to consolidate and deepen their understanding of writing conventions, vocabulary, and structure.

Good writing routines and high-quality models should be embedded throughout all subject areas. Teachers are expected to maintain consistent expectations for writing, including grammar, punctuation, spelling and subject-specific vocabulary. Pupils should be encouraged to write with purpose and clarity, applying the skills taught in English lessons with increasing independence.

Cross-curricular writing tasks offer pupils the chance to:

- Practise writing for a range of purposes and audiences
- Use and apply subject-specific vocabulary
- Strengthen their command of spelling, grammar, and punctuation
- Develop coherence and structure in extended writing
- Build fluency and stamina for writing

It is important that writing opportunities in foundation subjects are carefully designed so that they support the core learning objectives of the subject. Writing tasks should be age-appropriate and the level of scaffolding should reflect the pupils' stage of writing development.

Teachers should ensure that:

- Expectations for writing are consistent across all subjects
- Pupils understand the purpose of writing tasks in context
- Subject-specific terminology is modelled and reinforced
- Opportunities for oral rehearsal and vocabulary development are included where appropriate
- Writing tasks are engaging, purposeful and clearly linked to the subject content

Through this approach, writing becomes a powerful tool for learning and communication across the curriculum, supporting pupils' development as confident and capable writers.

### **Monitoring and review**

This policy will be reviewed annually by the subject leader and headteacher. The subject leader and members of SLT will monitor teaching and learning in English at Penpol School, ensuring that the content of the national curriculum is covered across all phases of children's education. Any changes made to this policy will be communicated to all teaching staff.

# THE 3 TIERS OF VOCABULARY

## **TIER 3**

low-frequency words that are content specific

## **TIER 2**

robust, high-frequency words that students encounter across the content areas and topics. Tier 2 words often have multiple meanings and are referred to as academic vocabulary words.

## **TIER 1**

basic, familiar words that are commonly used by most students in everyday conversation



## Appendix 2 – English Teaching Sequence



### Immersion

Anchor to a quality text and/or meaningful experience.



### Explore

Clear success criteria.  
Analyse features of the text type.

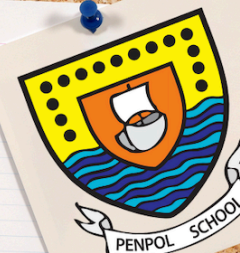


### Vocabulary

Collect, build and organise appropriate, broad and deep vocabulary. Use synonyms to improve vocabulary choice. Explicit teaching of Tier 2 Vocabulary.

## English Teaching Sequence

at Penpol School



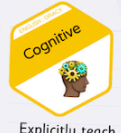
### Dictation

Writing a spoken sentence word for word, then checking and correcting their writing against the original version.



### Plan / Draft

Generating and developing ideas, setting goals, gathering information, and organising thoughts into a structured, communicable written form.



### Teach / Model

Explicitly teach writing by modelling, thinking aloud addressing misconceptions and guiding pupils through shared, supported and independent writing steps. Sentence-level teaching with step-by-step instruction and practice to develop well-formed, effective and creative sentence construction skills.



English Teaching Sequence of learning at Penpol incorporate each of these steps.



The order in which they occur and what they look like in class will vary.



### Spelling

Spelling rules are being taught and spellings learnt are applied to their writing.



### Punctuation

Relevant punctuation is being taught and children are applying them to all writing experiences.



### Grammar

Learn sets of rules and systems that language follows. Apply this to their own writing.

These elements occur **throughout** each sequence:



- Positive Writing Culture – children to think of themselves as writers
- EEF Five a day to support the teaching and learning – Explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, using technology
- English Learning Walls and classroom environments reflect the ongoing learning journey.
- Several opportunities to write at length each week across the curriculum.
- Daily SPAG, Spelling and Handwriting lessons are taught which support the children's writing.
- Talk for writing, drama and oracy are used throughout the sequence.



### Edit

Children make changes to improve accuracy and coherence, uplevelling their writing and correcting mistakes. They collaborate and assess with peers to support a growth mindset. Regular editing pauses during the writing process make it more manageable. Teachers also model editing by addressing deliberate errors as a class.



### Composition

Organising words into sentences or paragraphs across genres. Oracy is an essential element, supporting sentence-level structure and idea development. Opportunities to practise basic sentence construction skills and encouraged to use sentence structures effectively and creatively.



### Handwriting

Handwriting lessons are taught and handwriting is applied to all writing experiences.



## Whole Class Guided Reading Sequence



**Engage / Planning** – Choose a high-quality text that provides appropriate level of challenge. Make sure children have a minimum of one book between two (preferably one each). Can you choose a book from the 50 Recommended Reads? Can you choose a book linked to your topic that celebrates diversity? Can you choose a range of fiction or non-fiction book throughout the year? Can you choose a poem? It's important the class teacher reads the text prior to the learning and to plan the sequence of lessons on the guided reading proforma. Whilst planning, please use Sonar and the progression of reading skills document to ensure key reading skills are taught.

**Model** – Specific objectives/ strategies/ reading needs to be explained and modelled throughout the sequence of learning.

**Inclusion when Reading** – All children can access the text and read for understanding. Children have the opportunity to read independently and to read out loud. Decoding skills are supported through variety of approaches: **echo** reading where fluent reading and prosody is modelled and repeated by the children. **Choral** reading, **partner** reading (child A tracking the words for child B to read and then swap), **volunteer independent** reading, **independent reading in your head**, **whisper partner** reading (child A read out loud, whilst child B whispers along and then swap) and **Jump-in**, where children track the words as the teacher reads aloud but pauses at the ends of the sentence, children 'jump-in' and complete the sentence.

**The Graduated Response** - quality first teaching, universal (all), targeted (some) and specialist (few) and the 5 a Day (explicit instructions, cognitive and metacognitive strategies, scaffolding, flexible grouping and using technology) is used whilst teaching reading to ensure all children access the learning and make progress.

**VIPERS** – VIPERS is not a reading scheme but a method of ensuring that teachers ask, and children are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards. Throughout the reading sequence, the 6 key areas of vocabulary, infer, predict, explain, retrieve and summarise need to be taught. This is a tool to help children to improve their reading comprehension skills through focused questioning. Each day, teachers focus on one of the 6 key areas. Here are some examples of questions for the 6 key areas:

**Evidence** – Children can verbally discuss questions, work in partners, work in groups and engage in class discussion. Answers can be recorded independently, scribed, using technology etc. VIPERS questions to be recorded using the VIPERS Penpol template. Reading whole class marking sheets to be used to inform planning/assessment. Sonar needs to be updated regularly to monitor the children's reading progress.

**Vocabulary**

Underline any unknown vocab.  
Underline a phrase in paragraph 2 which shows that darkness came quickly.  
Can you think of one word that will best describe how \_\_\_ is feeling?  
Find out what the following words mean.  
Can you think of synonyms for the words?  
Underline unknown vocabulary.  
How can we describe the weather using similes?  
Could you think of an expanded noun phrase to describe \_\_\_?

**V**

**Infer**

How is \_\_\_ feeling at this point?  
Use evidence from previous pages to explain why they may be feeling like this.  
What rhetorical questions might Alma ask herself at this point?  
Think of questions you could ask to gain a better understanding of Chapter 3 so far.  
What do you think will happen to \_\_\_ now? Please give reasons for your opinion.  
Which character would you most like to meet? Explain why.  
Why did \_\_\_ behave like this?

**I**

**Predict**

Look at the front cover of the book. Predict what you think will happen in this story.  
What do you think will happen next?  
Predict what is going to happen next.  
Do you think the character will change their behaviour in the future?  
What do you think the character will do next?

**P**

**Explain**

Explain the difference between her Father in this scene and when we see him in the first two pages of the book.  
How does this make the viewer feel?  
Who is this little boy?  
What do you think of this ending?

**E**

**Retrieve**

Where are the characters when the girl's father finds them?  
What does the window look like?  
What makes Alma turn around?  
Retrieve any direct speech from the paragraph.  
Where is the story set?

**R**

**Summarise**

The Father will want to know what has been happening. Imagine you are the girl, summarise the events in the story so far to tell to her Father.  
How would you feel if you saw a doll in a shop window that looked exactly like you?  
What advice would you give Alma?  
What do you think would be a good title for this book? Explain why.  
Summarise the events in the opening paragraph. Write a book review.

**S**

Appendix 4 – Encouraging talk around spellings

What does it look like?	What does our target word/ sound look like?	Describe one of your weekly spellings to a friend	When might someone do this? When might you do this?
Can you think of something else that might be described like this 'word' or 'sound'?	What verb might describe one of our weekly spellings?	Think of a time when you might use this word?	I like/ don't like this word because...
Where might you see this word in the real world?	Which other words are a bit similar to this word? Which words have similar sounds? Are the phonemes the same?	Can you think of any other words which have this phoneme, but sound different?	How will you remember this word? What strategies will you use?
Why might your teacher have chosen this word? Have you heard of this word in a story you've read?	Which will be your favourite strategy to remember this word?	Can you make up a story about this word?	True or false eg. 'Which of these things is more likely to be tattered? Then provide options

Appendix 5 - Read Write Inc rhymes to form lower case letters



Maisie, mountain, mountain



Around the apple and down the  
leaf



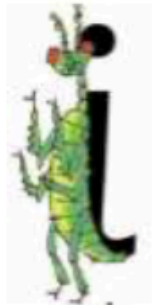
Slither down the snake



Around the dinosaurs bottom  
and up to his neck



Down the tower, across the  
tower



Down the insects body and a  
dot for his head.



Down Nobby and over his net



Down the pirates plait and  
around the pirates face



Round the girls face, down her  
hair and give her a curl



All around the orange



Curl around the caterpillar



Down the kangaroo's body curl  
his tail and leg



Down and under the umbrella,  
up to the top and down to the  
puddle



Down the laces, over the toe  
and to the heel



Down the stem and draw the  
leaves



Slice into the egg, go over the top, then under the egg.



Down the long leg



Down the horse's head to his hooves and over his back



sh says the horse to the hissing snake



Down his back then curl over his arm



Down his body curl and dot



Down the wing up the wing



Down a horn, up a horn and under the yak's head



Down up, down up



The princess in the tower is saved by the horse, thank you!



Zig, zag, zig



The horse sneezes when the caterpillar's hairs get up his nose  
ch-ch-choo



The queen never goes out without her umbrella



Down the arm and leg, repeat the other side



Thing on a string



Appendix 6 – Read Write Inc. groups of letters (special friends from RWI)



nk

I think I stink

ay



May I play?



ee

What can you see?

igh



Fly high

ow



Blow the snow

oo



Poo at the zoo

oo



Look at a book

ar



Start the car

or



Shut the door

air



That's not fair

ir



Whirl and twirl

ou



Shout it out

oy



Toy from a boy

ea



Cup of tea

oi



Spoil the boy



a-e

Make a cake



i-e

Nice smile



o-e

Phone home



u-e

Huge brute



aw

Yawn at dawn



ur

Nurse with a purse



er

A better letter



ow

Brown cow



ai

Snail in the rain



oa

Goat in a boat



ew

Chew and stew



ire

Fire fire



ear

Hear with your ear



ure

Sure it's pure



are

Care and share

ue



come to the rescue!

ie



terrible tie!

au



Paul the astronaut

e-e



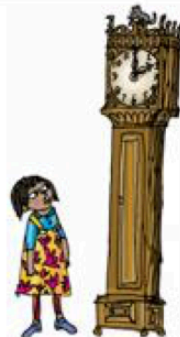
go Pê<sup>te</sup> and Stê<sup>ve</sup>!

kn



knock knock, who's there?

ck



tick tock clock

wh



whisk, whisk

ph



take a photo

## Year 1 Common Exception Words

the  
a  
do  
to  
today  
of  
said  
says  
are  
were  
was

is  
his  
has  
I  
you  
your  
they  
be  
he  
me  
she  
we

no  
go  
so  
by  
my  
here  
there  
where  
love  
come  
some

one  
once  
ask  
friend  
school  
put  
push  
pull  
full  
house  
our



## Year 2 Common Exception Words

after  
again  
any  
bath  
beautiful  
because  
behind  
both  
break  
busy  
child  
children  
Christmas

class  
climb  
clothes  
could  
cold  
door  
even  
every  
everybody  
eye  
fast  
father  
find

floor  
gold  
grass  
great  
half  
hold  
hour  
improve  
kind  
last  
many  
mind  
money

most  
move  
Mr  
Mrs  
old  
only  
parents  
pass  
past  
path  
people  
plant  
poor

pretty  
prove  
should  
steak  
sugar  
sure  
told  
water  
whole  
who  
wild  
would

## Year 3 and 4 Common Exception Words

<b>Aa</b>	breath	consider	enough	group	island	natural	popular	<b>Rr</b>	surprise
accident	breathe	continue	exercise	guard	<b>Kk</b>	naughty	position	recent	<b>Tt</b>
accidentally	build	<b>Dd</b>	experience	guide	knowledge	notice	possess	regular	therefore
actual	busy	decide	extreme	<b>Hh</b>	<b>Ll</b>	<b>Oo</b>	possession	reign	though
actually	business	describe	<b>Ff</b>	heard	learn	occasion	possible	remember	thought
address	<b>Cc</b>	different	famous	heart	length	occasionally	potatoes	<b>Ss</b>	through
although	calendar	difficult	favourite	height	library	often	pressure	sentence	<b>Vv</b>
answer	caught	disappear	February	history	<b>Mm</b>	opposite	probably	separate	various
appear	centre	<b>Ee</b>	forward	<b>Ii</b>	material	ordinary	promise	special	<b>Ww</b>
arrive	century	early	forwards	imagine	medicine	<b>Pp</b>	purpose	straight	weight
<b>Bb</b>	certain	earth	fruit	increase	mention	particular	<b>Qq</b>	strange	woman
believe	circle	eight	<b>Gg</b>	important	minute	peculiar	quarter	strength	women
bicycle	complete	eighth	grammar	interest	<b>Nn</b>	perhaps	question	suppose	

## Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	