



LAWFORD MEAD PRIMARY SCHOOL SUBJECT OVERVIEW

English

Intent

What we want our children to learn.

At Lawford Mead Primary School, we aim to foster a love of reading and writing through a broad and creative curriculum. We prioritise reading to ensure all children have full access to the wider curriculum. We implement a rigorous and sequential approach to word reading and reading comprehension which develops children's fluency, confidence and enjoyment. We introduce children to a variety of different books, genres, authors, and cultures which all aim to inspire children's creative writing. We want children to appreciate every stage of the writing process and see themselves future authors by writing for meaningful audiences and purposes.

Our English curriculum aims to:

- Teach children how to read fluently using a phonics-first approach.
- Develop children's reading comprehension and understanding.
- Introduce children to a diverse range of high-quality children's literature including fiction, non-fiction, poetry and drama.
- Inspire children to become enthusiastic and passionate readers so that they develop a life-long love of reading.
- Develop children's spelling, punctuation, grammar, and handwriting in meaningful contexts.
- Encourage writing for different audiences and purposes.
- Promote spoken language skills and successful collaborative learning with peers.
- Include drama activities to enhance creativity and expression.
- Ensure children meet the Key Stage Attainment targets of the National Curriculum.
- Be accessible, engaging and challenging for all, regardless of circumstances or background.

Implementation

How we deliver that learning.

Our curriculum design:

- **Essential Letters and Sounds (ELS)** is used in EYFS and Key Stage 1 to **ensure every child can read well, quickly**: see the [Essential Letters and Sounds Handbook](#).
- **The English Planning Kit (Jonathan Bond)** – Spoken Language, Reading (including word reading and comprehension), and Writing
- **No Nonsense Spelling**: see [No Nonsense Spelling Handbook](#).
- **Letter Join**: see letterjoin.co.uk.

The English Planning Kit (Jonathan Bond)

Following the structure of the National Curriculum, the English Planning Kit is divided up into four key areas. It is then subdivided into fifteen strands:

Spoken Language	Reading	Writing	Transcription
• Speaking • Listening • Discussion • Drama	• Word Reading • Being a Reader • Comprehension* • Being a Researcher	• Planning • Composing • Evaluating • Grammar and vocabulary • Punctuation	• Spelling • Handwriting and Presentation

Word reading

Essential Letters and Sounds (ELS) is used in EYFS and Key Stage 1 to ensure every child can read well, quickly. Once this has been achieved, children focus on further word reading objectives under the strands Word Reading, Being a Reader, and Being a Researcher.

Reading comprehension

VIPERS (Rob Smith, The Literacy Shed) is an acronym used to aid the recall of the reading content domains found in the National Curriculum Test Framework document for Key Stage 2. The reading comprehension objectives from the National Curriculum are divided into the following sub-strands:

*Reading comprehension Strand
• V – Vocabulary • I – Infer • P – Predict • E – Explain (including text organisation, authors' use of language (Year 2 onwards), and understanding purpose and viewpoint (Year 3 onwards)) • R – Retrieve • S – Sequence & Summarise
The sub-strands of Clarifying, Imagining, and Linking are grouped together under the strand Read to Understand. See Reading Comprehension Progression Document .

Objectives

- For each year group, objectives are organised by each half-term of the year.
- All objectives derived from the National Curriculum are in **black**. If these are followed, the National Curriculum will be fulfilled. Additional non-statutory objectives are in **purple**.
- Objectives are cumulative and form a spiral curriculum which builds upon and strengthens prior learning. Key objectives from the previous year group are identified in **red**. See [English Planning Kit Strands Progression](#) and [English Medium Term Plans](#).
- Objectives are challenging to reflect the high expectations of the curriculum. Some objectives are short term and appear in one term only; others are long term and will appear across a year group or more.

Our teaching and learning:

In every classroom:

- Quality first teaching ensure inclusivity for every child: effective teacher modelling; assessment for learning (AfL) including high-quality questioning; and adaptive teaching ensures all children are supported and challenged.
- Lessons incorporate a range of teaching strategies to appeal to all learners: class discussion, role play and drama, independent tasks, paired, and group work.

Word Reading

- In EYFS and Key Stage 1, phonics is delivered through whole-class lessons. See the [Essential Letters and Sounds Handbook](#).
- Once children master fluent decoding, prosody (fluency and expression) are developed.
- Teachers hear children read regularly during whole class reading sessions, in small groups, and 1:1. The lowest 20% readers (by reading age) are heard daily.
- Adults help children select reading books that are appropriate for their current reading level. Children may also select a second reading book to read for pleasure.

	ELS BOOKS					BANDED BOOKS						LIBRARY BOOKS			
Book band	ELS Phase 1	ELS Phase 2	ELS Phase 3	ELS Phase 4	ELS Phase 5	Amazing Amber	Triumphant Turquoise	Awesome Amethyst	Glorious Gold	Dazzling Diamond	Jubilant Jade	Y	S	S+	YA (Year 6 only)
Reception	EXPECTED RANGE				MORE ABLE										
Year 1					EXPECTED RANGE	MORE ABLE									
Year 2						EXPECTED RANGE					MORE ABLE				
Year 3											EXPECTED RANGE			MORE ABLE	
Year 4												EXPECTED RANGE		MORE ABLE	
Year 5													EXPECTED RANGE		MORE ABLE
Year 6														EXPECTED RANGE	

- Teachers model reading with prosody. They actively explain prosodic choices so that children begin to form an understanding of intonation and inflection.
- Children practise word reading using a range of strategies including:
 - Independent, 1:1, paired and small group reading (including taking reading books home)
 - Whole class reading
 - Class teacher modelling
 - Echo reading: teacher models and children echo back
 - Choral response: teacher and children read together

Word Reading – adaptive teaching

ELS is designed on the principle that children should ‘keep up’ rather than ‘catch up’. Since interventions are delivered within the lesson by the teacher, any child who is struggling with the new knowledge can be immediately targeted with appropriate support.

If children require further support to achieve the outcomes of the lesson and keep up with the pace of the programme, ELS has three interventions that are to be delivered on a one-to-one basis: oral blending, GPC recognition and blending for reading. These are intended to be short and concise and last no longer than five minutes. They can be delivered in isolation, or different interventions can be used together to support children each day. This helps ensure that children do not spend excessive time outside of the classroom or in group intervention sessions where they are removed from the rest of the curriculum.

In Key Stage 2, children working on decoding participate in additional reading/decoding interventions with their class teacher or Learning Support Assistant.

Strategies to support SEND and EAL learners include:

- Targeted phonics instruction (using ELS and banded books) based on gaps identified using Phonics Tracker
- Toe by Toe - For children in UKS2 where a phonics-based approach has proven to be unsuccessful.
- SNIP Spelling – This programme is aimed at increasing reading and spelling and uses the primary high frequency words (HFW). These words are grouped by selecting those that visually look different to each other. It is felt that this programme is appropriate for pupils of 8+ with standardised literacy scores of 80 or less, who have already been exposed to effective phonic/literacy teaching but are still struggling. The programme approaches literacy acquisition at the word level and addresses the gaps in phonics knowledge through the application of analytic phonics (drawing pupils' attention to the make up of words as they break up the target word).
- Sight words and flash cards

Reading comprehension

- EYFS and Year 1: questioning is verbal.
- Year 2 onwards: children are gradually exposed to written questioning during whole class reading sessions.
- Key Stage 2: whole class reading taught for a minimum of 4 x 30 minute sessions a week.
- Teachers use VIPERS to support children's comprehension skills in whole class reading lessons. VIPERS helps teachers ask a variety of questions and track children's responses for targeted questioning. Children revisit these skills in a progressive spiral that builds year on year.
- Children then further develop the different aspects of VIPERS through carefully chosen tasks. Children study year group class texts plus specifically chosen extracts including non-fiction and poetry.
- Reading comprehension skills are modelled and practised consistently across the school (see [Reading Comprehension Progression Document](#).) using class books, printed extracts and questions.
- The level of challenge is progressive and increases each year; this includes more challenging texts and an increase in word count.
- Teachers identify unfamiliar vocabulary (tier 2 and tier 3 words) and teach this in context using a range of strategies:
 - Pre-teaching
 - Dictionary and thesaurus skills
 - Use context clues
 - Substitute a synonym
 - Use etymology/word class
 - Make an inference
 - Mind maps and vocabulary tasks such as Word Wise Whizz

Reading comprehension – adaptive teaching

Where possible, all children participate in whole class reading comprehension sessions using adaptive teaching to meet the needs of children working on decoding and/or comprehension skills.

For children who are working on decoding:

Strategies to support SEND and EAL learners include:

- Simplified version of the extract/text based on reading age/level
- Shorter extracts with questions
- Chunked extracts with questions
- Pre-teaching vocabulary
- Highlighted words or phrases to focus on
- Audiobook or video of the text

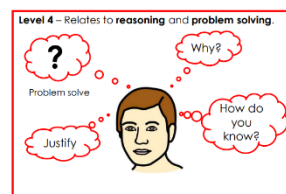
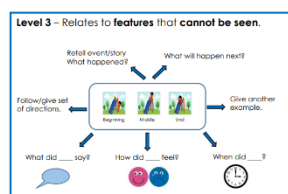
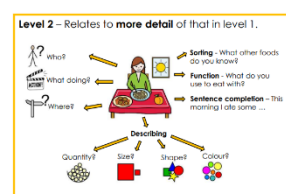
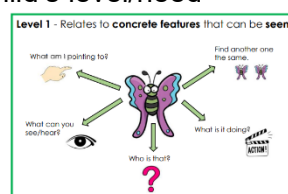
For children who are working on comprehension:

Strategies to support SEND and EAL learners include:

- Blank level questioning targeted at individual child's level/need

- **Blank Level 1 – Naming**
- **Blank Level 2 – Describing**
- **Blank Level 3 – Retelling**
- **Blank Level 4 – Justifying**

- Sentence starters or structures
- Pre-teaching vocabulary or general knowledge
- Props or pictorial support
- Guided adult support
- Focus on one element of the activity/story



If children are unable to access whole class reading comprehension lessons, individual provision is planned for by class teachers based on targets from the individual child's EHCP or One Plan (assess, plan, do, review).

Writing

EYFS

- Guided writing takes place weekly and begins with name writing practice. As children grow in confidence, children participate in whole class sentence time before writing helicopter stories independently.
- Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech) before writing.

Key Stage 1

- 4-5 x 60 minute lessons a week.
- Lessons prioritise the development of core foundational knowledge and skills, such as in handwriting and composing simple sentences, before focusing on particular text types.
- Children are encouraged to write using Think, Say, Write, Check.

Key Stage 2

- 4-5 x 50 minute lessons a week.
- Each unit of work is based around a specific text type.

- Writing stimuli are engaging and ambitious to inspire children. For fiction, this includes whole class reading books; well-known stories, myths and legends; topic work; theatre, film and television. For non-fiction, meaningful contexts are chosen.
- Children write with a clear audience and purpose in mind.
- A typical writing sequence (see the table below) allows children to experience and discuss a high-quality text type, then acquire the skills and knowledge needed to successfully write for that genre. This includes opportunities for discussion, drama, role play and publishing. Class teachers adapt sequences to suit the text type, audience and purpose.

Familiarisation with the text type	Grammar, punctuation and spelling in context	Supported writing (with feedback and support from class teacher)	Independent writing (assessed)	Edit, redraft, publish
Reading with a reader's eye: - Do I like it? - How does it affect me? Reading with a writer's eye: - Structure - Features - Techniques - Spelling, punctuation and grammar High quality talk/discussion.	Spelling, punctuation and grammar – appropriate for the text type – taught in context. This includes opportunities for writing at length using skills taught.	Capturing ideas / planning: - Story maps / mind maps - Reading and research - Video clips - Drama, role play, discussion and debate e.g. conscience alley - Boxed up planning - Vocabulary building Teacher demonstration: - Modelled writing - Shared writing - What a Good One Looks Like (WAGOLL) or What a Bad One Looks Like (WABOLL) Children write independently using teacher modelling/ support. Supported writing: - In-the-moment marking/feedback - Next steps in green	Capturing ideas / planning - Different stimuli - Innovate Class led discussion: - Recall structure, features, techniques - Children to independently choose success criteria Children write independently without using teacher modelling/support AfL / questioning.	Model editing progress – what is the focus? -GPS -Sense -Improving vocabulary -Whole class misconception(s) Opportunities to publish/share in a meaningful way using spoken language objectives.

- Not all units of work will end with independent writing; class teachers determine which units of work will culminate in an independent piece of assessed writing.
- Current English working walls are used to build a picture of the knowledge and skills needed to write the genre studied successfully; prior learning English working walls support the recall of past learning including spelling, punctuation and grammar.
- Word mats, word banks, success criteria grids and boxed-up plans are used to support learners when writing.

Poetry

- Each year group completes 3 x 1 week poetry units per year.
- Units cover a wide range of poetry forms and styles.
- Units enhance work on vocabulary, spoken language, read and writing, and develop performance poetry.
- Children encounter poetry in EYFS via the poetry basket.

Writing – adaptive teaching

- English lessons are adapted to ensure that every child can participate in whole class learning.
- Writing objectives from The English Planning Kit are used to support teachers in tracking skills back for children working below age-related expectations. For example, if a child in Year 5 is not ready to be using relative clauses, tracking back through the objectives might take the focus back to Year 1 if this is where the child is working at. The focus would then be joining clauses using 'and' instead of using relative clauses.
- Children working below age-related expectations are encouraged to write independently at all times using minimal scaffolding. Adults are encouraged to repeat children's ideas verbally to support children's writing instead of scribing their ideas for them.
- Expectations of written outcomes are adapted based on a child's needs; for example, writing three sentences independently instead of writing three full paragraphs.
- Strategies to support SEND and EAL learners include:
 - 1:1 or small group adult support to share, discuss and capture ideas
 - Adults repeating back or rephrasing what children have said aloud to model correct sentence structure
 - Think, Say, Write, Check
 - Children drafting their ideas on whiteboards then discussing with adults
 - Pre-teaching new or unfamiliar vocabulary
 - Word mats and word banks, including those with pictures
 - Story boards, story maps, picture sequencing
 - Sentence scaffolds including colourful semantics
 - Sentence starters
 - Communicate in Print (to support children who are unable to read scaffolded resources)
 - Role play, drama, video clips and audio

Spelling

- No Nonsense Spelling (Year 2 - 6).
- Year 1 (ELS and Spelling Appendix 1).
- Spellings are taught weekly (1 x 30 minute or 2 x 15 minute sessions) plus additional activities to support and embed such as Do Now starters and early morning work.
- Lessons focus on the teaching of spelling which embraces knowledge of spelling conventions – patterns and rules; but integral to the teaching is the opportunity to promote the learning of spellings, including statutory words, common exception words and personal spellings.
- There is a clear progression through blocks of teaching units across the year. Spellings are mapped weekly for each half-term allowing for a strong progression.

Spelling – adaptive teaching

- Class teachers identify children who require further support with spelling. This may include teaching spelling patterns and rules from previous year groups when gaps have been identified in prior learning. Personalised spellings are given where appropriate.
- In Key Stage 2, the SNIP Spelling Programme is used to support children with particular difficulties with reading and spelling (see above).

Handwriting

- Letter-join is a whole school handwriting scheme used in all classes to achieve consistent progression in handwriting.
- Handwriting is taught for at least one session a week up to and including Year 5. In Year 6, handwriting is delivered as a targeted intervention and provides support for developing children's fine and gross motor skills.
- Class teachers model handwriting clearly and consistently.
- **Early Years:** children should be able to hold and use a pencil to form recognisable lowercase letters.
- **Key Stage 1:** children should be able to write legibly with clear descenders and ascenders and use upper and lowercase letters appropriately.
- **Key Stage 2:** children should be able to maintain fluent and legible joined handwriting when writing at speed.

Enrichment and engagement

Enrichment and engagement opportunities across English include:

- Reading Ambassadors (Year 6 volunteers read with younger children)
- Weekly 'Reader Leader' awards
- Secret Readers (Key Stage 1)
- Reception Reading Time (Friday afternoons)
- Phonics parent/carers workshops
- World Book Day
- Spelling Bee
- Author visits
- Library visits
- Library Monitors (Year 5)
- Poetry 'Off by Heart' competition
- Summer Writing Publishing Day
- Year 4 Public Speaking Competition
- Mighty Oak Public Speaking
- Extra curricular clubs including Public Speaking and Debating Club
- Home-school diaries to encourage and celebrate reading at home

Impact

How we know what children have learnt and how effective this has been.

Our children:

- Are engaged, confident readers who enjoy reading and discussing books.
- Develop fluency in reading, enabling them to access the wider curriculum.
- Work independently and collaboratively, sharing opinions and recommendations.
- Are engaged, confident writers who understand their audience and purpose.
- Value the writing process, take creative risks, and are eager to share their ideas.
- Develop writing skills to access the wider curriculum, set high expectations, and grow in public speaking confidence.
- Meet the end of Key Stage Attainment Targets outlined in the National Curriculum for English.

Our teachers:

- Use formative and summative assessment opportunities to review pupil progress for reading and writing (see reading and writing assessment details below).
- Work with the English subject leaders to identify children who require further support and those who require further challenge.

Our English subject leaders:

- Support teachers in the delivery of English by offering continuing professional development, guidance and support where needed.
- Work with teachers to monitor pupil progress termly; the English subject leaders advise teachers to ensure that children who are not meeting age-related expectations are effectively supported.
- Evaluate the effectiveness of teaching and learning (pupil voice, book looks, informal drop-ins, and team teaching) and act on this accordingly.

Reading assessment

Phonics (EYFS, Year 1, Year 2 and target children in LKS2)

- Half-termly assessments (on Phonics Tracker) are used to identify gaps in children's phonic knowledge and reading skills. These check GPC knowledge and word reading. This takes place in the fifth week of each half-term.
- Phonics Screening Check example assessments are completed each half term from Year 1 Autumn 1 Week 5 in addition to the Half-termly assessment.
- This assessment is recorded on Phonics Tracker and Insight. This data is used to identify which children require further intervention and support.

Year 2 (reading comprehension) & Key Stage 2 (Year 3 – 5)

- Teachers use formative and summative assessment opportunities to review pupil progress: AfL including high-quality verbal questioning, self and peer-assessment, and reviewing children's written work.
- Salford Reading Tests are used termly to monitor children's word reading ages (Year 3 onwards).
- PiRA reading comprehension assessments are used termly to inform teacher assessment. PiRA (Progress in Reading Assessment) is a termly reading assessment for ages 4–11, standardised on over 10,000 learners nationally to reliably benchmark performance and track progress against national averages.
- Teacher assessments are recorded on Insight termly. This data is used to identify which children require further intervention and support.

Key Stage 2 (Year 6)

- Teachers use formative and summative assessment opportunities to review pupil progress: AfL including high-quality verbal questioning, self and peer-assessment, and reviewing children's written work.
- Salford Reading Tests are used termly to monitor children's word reading ages.
- Previous End of Key Stage 2 (SATs) reading assessments are used half-termly. Raw scores are converted to scaled scores and are used to inform teacher assessment.

- Teacher assessments are recorded half-termly on Insight. This data is used to identify which children require further intervention and support.

Writing assessment

- Children's developing abilities as writers are assessed through ongoing formative assessment. This process occurs through daily interactions with learners, marking and verbal feedback, modelled examples and feedback/challenges in green.
- In order to provide evidence of children's progress, each child produces 3 - 4 independent pieces of writing per term across a range of genres.
- Writing assessment grids for each year group are used as a tool to support the assessment of independent writing for groups or individuals.
- Evidence from English books may also be used to support any judgements made against the writing statements; however, teachers should be mindful of the degree of modelling that occurred where non-independent pieces of writing are being used for assessment purposes.
- Writing is moderated half-termly in year groups/phases to ensure consistency in teacher assessment across the school.
- Teacher assessment judgements are recorded half-termly on Insight.

Working below the expected standard – children who are unable to evidence any of the objectives for that year group and will need to be targeted in specific areas from a previous year group.

Working towards the expected standard – pupils who have not been able to evidence all of the highlighted objectives in their writing would be working towards and may need to be targeted in the areas they have not been able to evidence.

Working at the expected standard – a pupil whose work evidences all of the highlighted objectives across several pieces of writing would be on track for expected standard at the end of the year.

Working at greater depth within the expected standard – pupils who are demonstrating writing at greater depth will have consistently evidenced all the objectives across a range of writing, including in writing across the curriculum. There should also be highlighting of the relevant greater depth objectives identified on the assessment grids.

- Areas for development identified by writing assessment grids, marking and feedback (particularly of independent writing) inform tailored interventions and support.

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