

Singleton C of E Primary School



English Policy

"English is the language of the future, the most important tool you'll ever need, no matter what career you choose. You have the right to English. Make it your right!"
(Benjamin Zephaniah)

September 2025

Intent of our English Curriculum

- to develop a passion for reading, writing and discussion.
- to give children the language and tools to learn across all subjects, think creatively and express themselves through spoken and written word.
- to develop children's skills, knowledge and understanding in comprehension, effective communication with audiences and the 'authorship process'.

Implementation of Our English Curriculum

- we use a spiral curriculum model to ensure key objectives are taught, assessed, embedded and built upon
- we provide children with meaningful opportunities within which to read, write and speak
- we use a blend of themes, rich texts, experiences, visits and visitors to plan and teach units of learning across a variety of genres
- **Key Stage 2** children have 30-minute x 5 discrete Handwriting and Spellings lessons, 5 English lessons, a mix of daily guided reading and 1:1 reading, as well as a weekly library session
- Children in **KS2** will have the opportunity and responsibility to be 'Year 5 Librarians' alongside our School Librarian
- **Year 2** children have 30-minute x 5 discrete Handwriting and Spellings lessons, 5 English lessons, a mix of daily guided reading and 1:1 reading, as well as a weekly library session
- **EYFS** and Year 1 children will build up to 30-minute x 5 discrete Phonics lessons a week, a separate reading for fluency lesson, 1:1 reading at least 2 x per week (as often as possible), a weekly library session and daily writing provision both indoors and out

Impact of Our English Curriculum

To assess impact, English Conferences are a tool we use to gain a deeper understanding of pupil progress across Reading and Writing, giving the pupil a voice to communicate their reflections on their work. Furthermore, we understand the impact through discussions with parents, professional dialogue, assessments, and monitoring pieces of learning and outcomes in national tests.

1. Aims and Objectives

The English curriculum at Singleton C of E Primary School aims to develop pupils' abilities to listen, speak, read, and write with confidence and creativity. It fosters a love of language and literature, enabling children to communicate ideas, express feelings, and think critically. Through exposure to a wide range of texts and genres, pupils learn to understand how language works and to use it effectively across the curriculum and in real-life contexts.

The aims of English are:

- to develop children's abilities to listen, speak, read and write for a range of purposes
- to use language to learn and communicate ideas, views and feelings.
- to enable children to express themselves creatively and imaginatively
- to become enthusiastic and critical readers of a wide range of genre
- to gain an understanding of how language works by looking at its patterns, structures and origins
- to use their knowledge, skills and understanding in English across a range of different subjects

The objectives of English are:

- to enable children to speak clearly and audibly and develop oracy skills with confidence
- to encourage children to listen with concentration in order to be able to identify the main points of what they have heard
- to enable children to adapt their speech to a wide range of purposes
- to develop children's abilities to reflect on their own and others' contributions and encourage appropriate dialogue and turn taking
- to enable children to evaluate their own and others' contributions through a range of drama activities
- to develop confident, independent readers through an appropriate focus on word, sentence and text-level knowledge
- to encourage children to become enthusiastic and reflective readers and develop comprehension skills
- to help children engage with writing and recognise its value through providing a purpose and opportunity for performance
- to enable children to write with accuracy of spelling, grammar and meaning in narrative and non-fiction
- to increase the children's ability within the writing process to use planning, proofreading and editing to improve their work

2. Quality First Teaching

To ensure a high standard of English is taught across the school, we implement and embed Quality First Teaching within all learning opportunities using inclusive, well-structured, and evidence-informed classroom practice. Children will build skills to write independently as part of our assessment procedure. Discrete and embedded grammar lessons will contribute to student progress, with SAT's-style questions in Year 6.

Two writing and reading conferences will be held to gain a deeper understanding of the children's enjoyment and knowledge of the taught English curriculum.

Reading culture will be embedded through the school ethos; teachers will regularly model, discuss and encourage reading for pleasure.

This may look like:

- **Engaging 'hook' or context** for writing (picture, video clip, artefact)
- **Teacher modelling** (reading a model text aloud or writing on the board)
- **Guided discussion** to explore vocabulary and structure
- **Shared writing or collaborative task** to rehearse ideas
- **Independent writing or reading** with scaffolded support
- **Planned feedback loop** (verbal praise, next steps, self-edit)
- **Application across the curriculum** (e.g., writing up a science experiment)
- **High Expectations & Inclusion:** Teachers set ambitious goals for all pupils, providing scaffolds (e.g., sentence starters, visuals, vocabulary) where needed.
- **Clear Modelling & Explanation:** Teachers explicitly show how to read fluently, write effectively, and speak confidently.
- **Active Pupil Engagement:** Lessons include discussion, partner work, drama, and debate to strengthen speaking, listening, and understanding.
- **Systematic Skills Teaching:** Daily phonics and spelling in EYFS/KS1/KS2; grammar, vocabulary, handwriting, and comprehension taught in context.
- **Rich Texts & Purposeful Writing:** Pupils experience diverse, engaging texts and write for real audiences and purposes.
- **Scaffolding & Differentiation:** Support is built in (e.g., guided groups, visuals, technology) to meet a range of needs including SEND and EAL.
- **Frequent Feedback & Assessment:** Teachers give live verbal and written feedback, use mini-plenaries, and track progress against curriculum objectives.
- **Oracy Development:** Planned talk, presentations, and collaborative tasks build pupils' confidence in spoken language.
- **Adaptive teaching:** Tailored English lessons to meet individual needs, using differentiated tasks, scaffolds, flexible grouping, and choice to support all learners' reading, writing, and speaking development
- **Cross-Curricular Application:** Reading and writing skills are applied meaningfully across all subjects.

3. Planning and Progression

English is a core subject within the National Curriculum. When planning, we use the following key documents and resources to ensure progression, consistency and high expectations across the school:

- **National Curriculum (2014) Programmes of Study** (see Appendix 5)
- **Assessment Foci** from the yearly/key stage grids for reading and writing
- **FFT Phonics: Success for all Phonics** scheme for phonics and early reading
- **Spelling Shed** spelling scheme (online – half-termly word lists)
- **Cursive handwriting script** following 'Letterjoin'

Early Years Foundation Stages and Year 1

We teach English in the Early Years as an integral part of the school's work. The format for teaching and learning is similar to that used in the rest of the school:

- daily phonics learning : FFT Phonics
- opportunity to practise gross and fine motor control skills in a variety of engaging contexts
- opportunity to write in short bursts with an adult modelling/sharing/guiding (Drawing Club model)
- a wide variety of contexts for writing, speaking and listening and reading to match interests
- variety of resourcing to match needs and interests

In our planning we relate the English aspects of the children's learning to the objectives set out in Development Matters - the curriculum for EYFS, using quality first teaching.

Class teachers in Key Stages 1 and 2:

Use the English Program of Study as a basis to plan a balanced spiral curriculum revisiting reading and writing genres and grammar across the year to allow for teaching, practice, application and consolidation.

Adapt text drivers from 'The Literacy Tree' to the needs of the class showing the specific learning objectives, process of the structure of a text and expected outcomes, learning challenges for each lesson, and gives details of how the lessons are to be taught through vocabulary and grammar being taught explicitly and modelled. (see appendix 6)

Phonics and spelling teaching is planned by the adult leading the group using either FFT Spelling (Y2) and Spelling Shed for Key Stage 2.

Plan for opportunities where children can write independently away from the point of teaching – with the entire process being valued and kept as evidence. This should then be reviewed by an adult looking at the objectives met and where possible include pupil voice.

4 Assessment for Learning

Teachers assess children's work in English in three phases:

Short-term informative assessments to

- help adjust daily plans and provide appropriate support and next steps
- assess against the teaching objectives and provide written or verbal feedback to help guide children's progress

- encourage children to make judgements about their own learning
- measure progress against objective foci
- 1:1 reading to gauge fluency of reading
- Regular verbal feedback
- Daily Guided Reading sessions to assess comprehension

Medium-term summative Assessments using

- Salford Reading tests to provide reading ages for specific children, to allow for provision and planning
 - Schonell Spelling Test twice a year (Baseline Autumn Term and progress Summer Term)
 - Read Write Inc Phonic Assessments: half-termly as well as national phonics test to gauge and understand the progress made
 - National Curriculum objective grids to measure progress writing and reading each half term, to track individual progress and provide information for next steps, planning and target setting
 - Independent writing to assess against ARE (Age Related Expectations)
 - internal moderation each term by all teaching staff and locality moderation events attended in Reading and Writing to ensure accurate levelling (Book Look)
- Each term, the children's Reading and Writing levels are recorded with the Head and Class teacher as part of Individual Children's Tracking. This highlights progress and adjustments in planning, and provisions can be made.

Long-term Summative assessments

- KS1 and KS2 SAT tests
- EYFS - with children graded as Emerging, Expected or Exceeding against the Early Learning Goals
- INDEPENDENT writing collections for each child – evidence of writing process collected
- Salford Reading Test x 2 a year: all pupils KS1/2
- Phonic Test for all Y1 children and catch up for Y2 who did not meet the threshold

5. Planning, Teaching and Learning

At Singleton School we use a variety of planning, teaching and learning styles in English lessons, to engage all learners and match individual needs. We do this through:

- providing a context, purpose or memorable moment to stimulate and engage children's creativity and imagination and based on a key text
- sharing the learning objectives with the children
- daily lessons that have a combination of whole class teaching, modelled work and independent aspects.
- Phonics lessons following the scheme "Read, Write, INK" {TBC}
- specific phonics /spelling and grammar teaching for identified pupils (Toe to Toe)
- daily cursive handwriting lesson following 'Letterjoin' (shorter /more frequent opportunities for KS1 and EYFS) with opportunity to use when drafting work, (see Appendix 4)

- whole-class sessions to review, assess progress and learning and encourage children to self-assess through editing with a blue pen and set targets
- challenge children to use and apply their English skills in other areas of the curriculum
- responding to individual/cohort needs, matching interest through planning, learning and teaching opportunities
- providing the opportunity to experience a wide range of texts and resources such as dictionaries, thesauruses, the internet
- using technology to enhance and provide adaptation for learning, as in drafting work and using multimedia to study how words and images are combined to convey meaning or recording spoken word and action through use of video and sound recording devices
- daily whole-class guided reading sessions with an opportunity to discuss and respond to the text

Whilst all skills are interconnected, these are our approaches:

Spelling and Grammar:

- Explicit teaching of rules and patterns using the Spelling Shed and Active spelling format
- Daily practise and retrieval of prior learning
- Application of spelling and grammar within writing tasks, with appropriate scaffolding
- Targeted feedback and correction
- Use of high-quality model sentences to reinforce accurate structures and vocabulary

Writing:

Progression is carefully developed across the curriculum and built upon at each stage.

- In **EYFS**, writing is taught through a '*Drawing Club*' approach (see Appendix 1)
- In **Year 2**, writing follows '*The Literacy Tree*' (see Appendix 2) scheme with elements of '*IPPEEL*'
- In **KS2 (Years 3–6)**, writing is taught through *The Literacy Tree* and structured using *IPPEEL* (See Appendix 3)

Reading:

- Daily exposure to high-quality texts
- Daily guided, independent and shared reading sessions
- Explicit teaching of vocabulary and comprehension strategies
- Questioning to develop inference, prediction, and summarising
- Encouraging reading for pleasure and discussion of books through culture and ethos embedded through the school
- A paid librarian, with weekly visits to support and guide students across all ages and year groups
- Opportunity for Year 5 Students to support with the organisation, maintenance and running of the school library
- School Library access all year round

- Frequent opportunities to read for pleasure
- Half-termly 'Author Studies' to encourage a diverse breadth of reading
- Weekly visits from members of the community to listen to readers
- Author Visits, including a workshop, book signing and question and answer session

Oracy:

Our approach to oracy in English aims to develop pupils' confidence, fluency, and expressive language through a range of structured speaking and listening activities. Key strategies include:

- Talk for Writing: Pupils orally rehearse stories, explanations, or arguments prior to writing, supporting the development of vocabulary, sentence structure, and narrative coherence.
- Discussion and Debate: Structured discussions and debates provide opportunities to develop reasoning, persuasive language, and attentive listening skills.
- Role Play and Drama: Pupils engage in role play and drama activities to enhance comprehension, empathy, and expressive language.
- Storytelling Circles: Regular storytelling and retelling activities support sequencing, intonation, and oral confidence.
- Think-Pair-Share: Opportunities for paired and small-group talk encourage pupils to articulate ideas, reflect, and build on the contributions of others.
- Classroom Questioning: Open-ended questioning promotes higher-order thinking and extended verbal responses.
- Talk for Reading: Oral activities, including prediction, summarizing, and discussion of texts, deepen comprehension and engagement.
- Recital of Poetry and Texts: Reciting poems and other texts develops fluency, rhythm, and expressive reading skills.

This oracy framework underpins our English curriculum, ensuring that speaking and listening are integral to reading, writing, and wider communication development.

See Appendix 6 for English Development Plan for year ahead.

6. English across the Curriculum

The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work at school. For example: Mathematics

- Children in Foundations and Key Stage 1 meet stories and rhymes that involve counting and sequencing.
- Children in Key Stage 2 are encouraged to read and interpret problems, in order to identify the mathematics involved.

- Children need to explain and present their work to others during plenary sessions, and they communicate mathematically through the developing use of precise mathematical language.

Personal, social and health education (PSHE) /RSE

Article 13 (freedom of expression) Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.

- Children take part in class and group discussions on topical issues
- Children research and debate topical problems and events and lifestyle choices
- Children meet and talk with visitors who work within the school community
- Children work together and respect each other's views

7. English and Inclusion

At our school, we teach English to all children, whatever their ability and individual needs.

English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

When progress falls significantly outside the expected range, the child may have some special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Adaptive education may include technology to support the child.

Assessment against the National Curriculum objectives allows us to consider each child's attainment and progress. This ensures that our teaching is matched to the child's needs.

Intervention for those on the SEND register will lead to the creation of an Individual Plan (ILP) for children with special educational needs. The ILP may include, as appropriate, specific targets relating to English.

Teaching assistants provide help by:

- using texts that children can more easily read and understand
- using visual and written materials in different formats
- using computers, other technological aids and taped materials
- using alternative communication, such as signs and symbols
- scribing for a child
- Scaffolds and sentence starters
- Visual approaches

8. Monitoring and Review

The coordination and planning of the English curriculum are the responsibility of the subject leader who also:

- supports colleagues by keeping informed about current developments in English
- provides a strategic lead and direction for this subject, through Action Plans and Reviews

- provides action and review for any aspect of English in the School Development Plan
- monitors the planning and marking of English to ensure consistency of practice and provision
- monitors Phonics Teaching to ensure consistency of practice and provision
- provides an annual summary report in which the strengths and weaknesses in English are evaluated and areas for further improvements are highlighted
- looks for resources to support the teaching and learning of English
- plans events such as 'World Book Day'
- organises initiatives to involve and inform parents and the wider community e.g.: Book Buddies

This policy will be reviewed every two years or sooner if required. This policy includes a Curriculum map of the New Curriculum 2014,

Appendices

Appendix 1

EYFS Drawing Club Approach

The Drawing Club is an early writing approach developed by Greg Bottrill.

It is a playful, story-rich approach that connects drawing, storytelling, and mark making to help children develop confidence and motivation for writing.

Core Ideas

Drawing as communication:

Children's drawings are seen as a form of storytelling — their first step toward writing.

Imagination first:

The focus is on creativity and narrative, not handwriting or spelling at first.

Story worlds:

Each session uses a familiar story, film, or traditional tale (e.g., The Gruffalo, Frozen, Jack and the Beanstalk) as inspiration.

Shared experience:

The teacher models storytelling and drawing, showing how marks and images can hold meaning.

'Secret missions':

After drawing, children receive fun "missions" (simple writing prompts) linked to their drawings — e.g.

"Write a message to warn the dragon," or "Label your magical potion."

How It Supports Writing in EYFS

- Develops fine motor skills through drawing and mark making
- Build phonics application in a meaningful context
- Encourages vocabulary and sentence structure through storytelling
- Fosters motivation — children want to write because it is part of their imaginative play
- Promotes narrative thinking — essential for literacy development

Typical Session Structure

- Story time – share a story or short clip to spark imagination
- Shared drawing – model drawing a scene or character while talking about it
- Independent drawing – children create their own versions

- Add writing – children add names, labels, speech bubbles, or short messages
- “Secret missions” – offer individual writing challenges linked to their drawings
- Sharing – children talk about their work, building confidence in communication

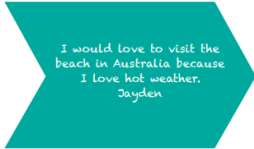
Example:

Sum1, W3: Drawing Club planning – Aaaarrgghh, Spider! by Lydia Monks

Learning focus	Vocabulary	Tuesday	Wednesday	Thursday	Friday
Year R	TERRIFIED Really scared	Character	Setting	I wonder...	I wonder...
• <u>CVC words</u> – Noah • <u>Simple sentences</u> – (Child's name)	REJECTED Left out, all alone	• Vocabulary • Read the story • Draw a character: Spider • Code: The spider has long legs and sharp fangs. • Magic: The spider will float into space!	• Vocabulary • Read the story • Draw a setting: a garden • Code: I can see pink flowers and hairy bees. • Magic: The garden turns into a waterpark!	• Vocabulary • I wonder... what food would the spider like to catch on its web? • Draw: flies • Code: I love to eat flies for lunch. I will gobble them up. • Magic: The flies will grow enormous wings and flap the spider away!	• Vocabulary • I wonder... a new spider comes to visit – what does it look like? • Draw: a different spider • Code: The new spider will live in their garden. • Magic: The new spider eats all of the other spiders!
Year 1	EXQUISITE To eat something quickly and to eat it all	LINKED PROVISION ACTIVITY: Make a playdough spider and write a label for it.	LINKED PROVISION ACTIVITY: Large roll-out paper, design a collaborative garden and label it	LINKED PROVISION ACTIVITY: Weaving a web – fine motor focus	LINKED PROVISION ACTIVITY: Weaving a web – fine motor focus
• <u>Independent group focus: conjunction (and)</u> (Child's name) • <u>Adult support (small group) focus: simple sentence, finger spaces:</u> (Child's name) • <u>1:1 Adult support – CVC words:</u> (Child's name)	STUNNED Shocked				

Appendix 2

The Literacy Tree Example of Planning

Learning Objective	Success Criteria	Whole Class	Resources	Independent Work	Plenary
1) To discuss future dreams and wishes	I can write in first person I can use a conjunction to give reasons I can use the verb would to discuss the future Ext: I can use a contraction	Children arrive in the classroom to discover a mysterious rucksack with a label attached to it which says, 'a global explorer's rucksack'. Do children know what an explorer is? What do explorers do? What is the difference between exploring and going on holiday? In the rucksack, include a range of items for children to discover. This could include: a pair of binoculars, a set of atlases, postcards, stamps, a fork (because explorers try new foods), non-fiction books about animals, sun lotion and anything else available that implies exploration. In amongst all these items, include a note which reads, 'What do you love most about the world? Are there places that you'd like to explore?' Explorers' Club: Have these questions on the board and explore a range of landscapes from around the world with children on the IWB. What landscapes do children like the most? Explain to children that we are going to form an explorers' club. Form a circle and pass a pair of binoculars around the circle. When they have the binoculars, each child can discuss where they'd like to explore and what they'd like to do. Model with the sentence: <i>I would love to climb a tree because I love the jungle.</i>	A fold-out world map Cut out flags Rucksack full of explorer items (a pair of binoculars, a set of atlases, postcards, stamps, a fork, non-fiction books about animals, sun lotion etc.)	If possible, have a fold-out global map on the classroom wall. Children can write where they'd like to explore and what they'd like to do on cut out flags which can be stuck to the map later. Explain that the word 'would' is useful to talk about the imagined future. Shared writing:  <i>Can children find countries on the map? Can children locate the colder/hotter parts of the world?</i>	Stick the children's mini cut out flags around the classroom map. Children may not know exactly which country they'd like to explore but they can take a guess where in the world this might be. Do they know which parts of the word are hotter/colder? <i>Did the children use the word 'would' to talk about the future? Model contracting this into 'I'd' and encourage children to write a sentence using the contracted form.</i>
2) To use conjunctions to write a set of instructions	I can use the conjunction if I can use	Remind children that we started an explorers' club. What are the rules for an explorers' club? Give children the following end of a sentence: <i>...if you want to be an explorer.</i>	Explorers' Club Logo Grammar splat	Explorers' Club rules: Children discuss the rules for the new club. Using the sentence structure modelled earlier, children write up a set of rules. There is an actual Explorers' Club (based in the United States) so perhaps use	Challenge children to start their sentence with the conjunction e.g. <i>If you want to be an</i>

Appendix 3

KS2 'IPEELL' Writing Process

- Aims: understand the genre types- different structures and audiences/purposes
- To know how to compose a text to match the type
- To have the ability to build a success criteria for their own and other texts
- To understand LKS2 specific grammar and text specific- explicit teaching of Year 3 / 4 grammar
- To develop high tier vocabulary – explicit teaching and to apply orally and within writing
- To develop passion and enjoyment for writing
- To build confidence in writing
- To understand how to plan a piece of writing
- To develop children's independence of writing by building a toolkit of strategies
- **IPEELL** is a structured approach to teaching writing, especially persuasive or explanatory texts. It guides children to organise their ideas clearly. High quality texts linked to The Literacy Tree – genres are mapped out across the year with books matched
- **IPEELL** journey is displayed to support learning

Steps:

- o **I - Introduction** - 5 W's (dependant on genre)
- o **P - Point** - conveys the main message of each paragraph
- o **E- Elaboration-** adds evidence and detail to the point
- o **E- Ending** - concludes the overarching point
- o **L – Links** - vocabulary/ grammatical features
- o **L- Language** - cohesive devices

Summary: IPEELL helps children structure writing logically, ensuring each point is supported, explained, and connected, improving clarity and coherence.

PAT

Purpose –
Audience –
Type -

+

IPEELL

Introduction
Points
Elaboration
Ending
Links
Language

Introduction

Point

Elaboration /
Example

Point

Elaboration / Example

Point

Elaboration /
Example

Ending

Links

(openers)

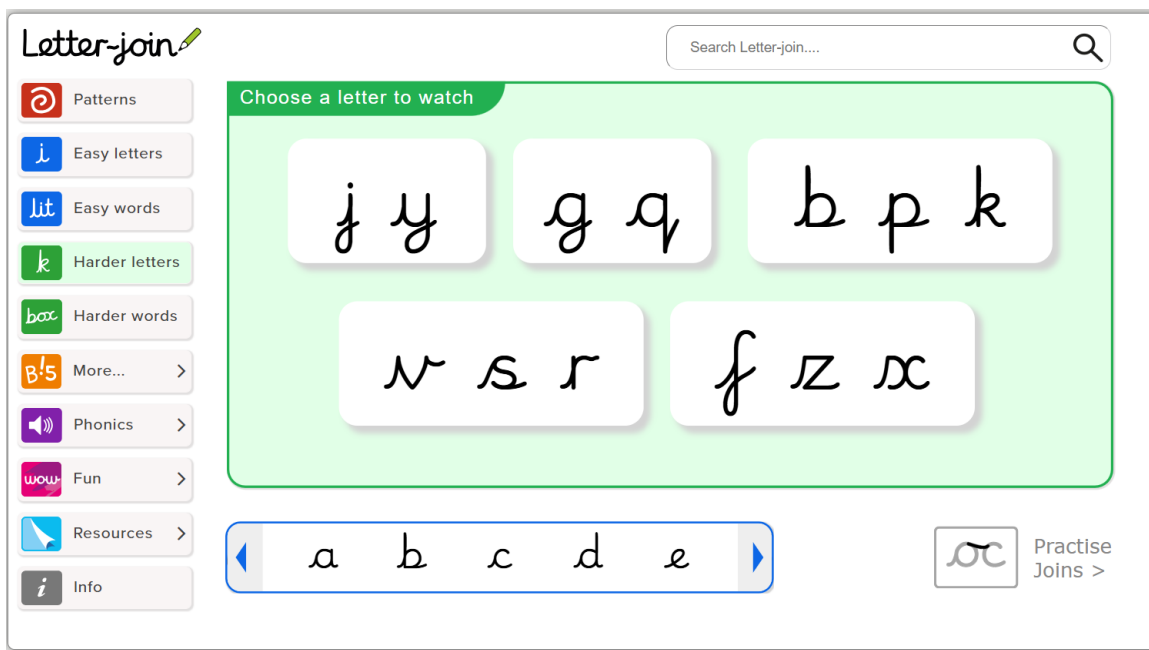
(conjunctions)

Language features

Appendix 4

Letterjoin Handwriting Scheme

Cursive writing



Appendix 5

National Curriculum (2014) Programmes of Study

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/381344/Master_final_national_curriculum_28_Nov.pdf

Appendix 6

English Development Plan for Year Ahead – Short Term Plan

1. Sparkle Curtain – Mystery Reader

Aim:

To promote excitement, reading for pleasure and a positive whole school reading culture through surprise guest readers.

Actions:

Introduce a half-termly “Mystery Reader” session behind the “Sparkle Curtain.”

Invite parents, staff, governors, and community members to read aloud (family/stakeholder involvement).

Select a range of high-quality, diverse texts and authors.

Promote sessions in newsletters, classroom displays and social media.

Gather pupil and parent voice on favourite Mystery Reader sessions to inform future choices.

Expected Impact:

Increased engagement and enthusiasm for reading.

Wider exposure to different reading voices and text types.

Stronger home-school reading partnerships.

Heightened reading-for-pleasure culture across the school.

Responsibility:

English Lead / Class Teachers

2. Reading Challenge – “Who? Where?” Theme

Aim:

To motivate children to read more frequently, independently, and explore different genres/settings/characters, fostering reading for pleasure and choice.

Actions:

Create a challenge board or reading passport focusing on WHO the story is about and WHERE it is set.

Include both fiction and non-fiction options with varied genres.

Offer certificates, badges or class rewards for milestones.

Share recommendations in assemblies or class time.

Encourage pupil-led book talk and peer recommendations.

Collect pupil voice to evaluate enjoyment and impact.

Expected Impact:

Increased reading frequency, stamina and independence.

Broader reading diet across genres and settings.

Improved comprehension through focus on characters and settings.

Improved reading confidence and intrinsic motivation.

Responsibility:

English Lead / Class Teachers

3. Reading Audits

Aim:

To evaluate and improve reading provision, resources and reading culture across the school.

Actions:

Audit classroom libraries for quality, diversity and age-appropriateness.

Audit guided reading resources and core texts.

Gather pupil voice and parent voice on favourite books, barriers and gaps.

Identify focus group of children who currently do not read or lack enthusiasm and plan strategies to support them.

Identify staff training needs around reading for pleasure, phonics, and developing independent readers.

Review early reading habits and observe phonics teaching and application in class.

Expected Impact:

High-quality, inclusive and engaging book stock.

Better alignment between resources, phonics progression and curriculum.

Improved teacher confidence in delivering reading and promoting reading for pleasure.

Improved early reading foundations and progression.

Responsibility:

English Lead / SLT / Class Teachers

4. Books at the Beach

Aim:

To create a relaxed, enjoyable reading experience and promote reading for pleasure and independence.

Actions:

Mixed-aged reading to support and encourage Reading for Pleasure.

Allow children to choose any text and read in a relaxed environment.

Include paired, group or whole-class reading opportunities.

Invite families or community volunteers to join as reading buddies.

Use as an opportunity to model sustained independent reading behaviours.

Expected Impact:

Positive reading attitudes.

Stronger associations between reading and enjoyment.

Increased pupil motivation and independence in choosing and engaging with books.

Strengthened reading culture across school.

Responsibility:

English Lead / Class Teachers

Monitoring and Evaluation

Pupil voice and focus groups (including reluctant readers)

Parent voice via surveys/conversations

Reading records and challenge tracking

Learning walks / lesson observations

Phonics observations (early reading focus)

Audits before and after actions

Monitor independent reading time and choices

Celebration of reading events in newsletters and displays

Overall Success Criteria

Children talk positively about reading and view it as enjoyable.

Increase in the number of books read (including at home).

Wider variety of texts and genres chosen by pupils.

Children demonstrate independence in book choice and reading stamina.

Parents more engaged in reading culture and supporting at home.

Stakeholders (governors, community) are actively involved in reading events.

Improved early reading habits and secure phonics application.

Improved attainment and progress in reading across all groups.

Focus group of non-readers show improved engagement and frequency of reading.