



Trumps Green Infant School is committed to safeguarding, child protection and promoting the welfare of children and young people. We expect all members of the community including staff, parents, careers, volunteers and governors to demonstrably share this commitment.

School Vision

At Trumps Green Infant School, we believe that literacy is a fundamental life skill. We believe that every child is entitled to a rich, engaging and ambitious English curriculum that enables them to become confident readers, writers and communicators. Through high-quality teaching, purposeful talk and meaningful experiences, we inspire children to develop a lifelong love of language and literature.

Our English curriculum is underpinned by the principles of Talk for Writing, ensuring that pupils learn through speaking, listening, reading and writing in a structured, creative and inclusive environment. We aim to develop articulate, reflective learners who can communicate effectively across a range of contexts and audiences.

This policy should be seen in the context of our related policies on Phonics and Early Reading, Handwriting policy, Monitoring and Evaluation, Assessment and Marking, Curriculum and other subject policies and our range of safeguarding and equality policies.

Aims

Our English curriculum aims to:

- Enable our pupils to speak clearly and audibly showing awareness of the listener
- Ensure pupils can listen attentively to others, responding appropriately and respecting the opinion of others.
- Develop confident, fluent and enthusiastic readers.
- Enable our pupils to develop a secure phonic knowledge which can be applied to support reading and writing.
- Enable children to write accurately, imaginatively and purposefully.
- Help pupils to develop a fluent, functional handwriting style.
- Help pupils to spell accurately applying a variety of learned strategies.
- Foster a love of reading and storytelling, reading both for pleasure and for information.
- Build rich vocabulary and language development.
- Promote high standards of speaking and listening.
- Equip children with the knowledge and skills to communicate effectively.
- Ensure progression from Reception to Year 2.
- Develop resilient, independent writers.

Curriculum Intent

See also English Intent, Implementation and Impact statement

Our English curriculum is designed to:

- Inspire pupils through high-quality texts.
- Develop rich vocabulary and background knowledge so pupils can understand increasingly complex texts and communicate with confidence.
- Teach reading and writing as interconnected processes.
- Develop children's confidence through oral rehearsal.
- Ensure all pupils, regardless of starting point, achieve their potential.
- Provide opportunities for creativity alongside explicit teaching of grammar and transcription.

Through carefully sequenced teaching, pupils develop both substantive knowledge (phonics, spelling, grammar, vocabulary and literature) and disciplinary knowledge by learning how authors create meaning, how language works and how effective writers communicate with different audiences.

Implementation

At Trumps Green, we use 'Talk for Writing' as a vehicle for teaching writing. This ensure a consistent and systematic approach through all year groups. This also aids transition between year groups.

Early writing focuses on developing foundational skills. There is a focus on transcription. In Reception, writing is taught through early mark making into handwriting patterns and then progresses into letter formations. This begins with writing (whether with a writing tool or in the air) individual letter shapes, cvc words, labels and captions, moving onto short sentences using the sounds and words that they have been taught. In Reception and Year 1, children are encouraged to develop ideas orally before recording them in writing. Oral language underpins successful composition. Dictated sentences are used to secure sentence construction whilst reducing cognitive overload. Children are encouraged to write independently in a variety of ways in continuous provision.

Talk for Writing forms the foundation of our writing curriculum.

Children learn texts through three key stages:

1. Imitation

Children:

- Learn a model text orally.
- Use actions and story maps.
- Explore vocabulary.
- Identify language features.
- Internalise sentence structures.

Teachers model expressive reading and encourage discussion about language choices.

2. Innovation

Children adapt the model by changing:

- characters

- settings
- events
- viewpoints
- endings
- vocabulary

Shared writing forms a central part of our teaching. Teachers explicitly model the thinking processes of effective writers by composing, revising and editing in front of pupils, making decisions about vocabulary, sentence construction and organisation visible.

3. Independent Application (Invention)

Children apply everything they have learned to create their own independent piece of writing.

They:

- plan independently
- draft
- revise
- edit
- publish

Children are encouraged to reflect upon their writing and improve it through feedback.

Impact

The impact of our English curriculum is demonstrated through pupils who:

- read accurately, fluently and with increasing confidence;
- develop a genuine enjoyment of reading and choose to read independently;
- apply secure phonic knowledge automatically;
- communicate confidently using an increasingly ambitious vocabulary;
- write independently for a range of audiences and purposes;
- demonstrate increasing accuracy in spelling, handwriting and grammar;
- talk confidently about the books they have read and the writing they have produced;
- are well prepared for the next stage of their education.

Speaking and Listening

Oracy is fundamental to learning and permeates the whole curriculum. Oracy is planned in line with our Oracy Progression. Our intention is to prepare our children for later life, through weaving talk into the curriculum and embedding oracy in all aspects of the school culture. Children are explicitly taught through the four strands of the Oracy Framework: physical, linguistic, cognitive and social and emotional, which underpin our school's Oracy Skills Progression Document. This enables all children to understand and develop the skills needed to be great communicators. Sentence stems, explicit vocabulary teaching, and regular opportunities to explain and challenge each others' reasoning are a part of lessons and help children to embed their learning.

Children are given regular opportunities to:

- discuss ideas
- explain thinking
- debate respectfully
- perform poetry
- retell stories
- present to audiences
- participate in drama and role play

Teachers model ambitious vocabulary and accurate Standard English. New vocabulary is taught explicitly and regularly rehearsed.

Phonics, Spelling and Grammar

Please see Phonics and Early Reading Policy

At Trumps Green Infant School, we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

We use a systematic approach to the teaching of phonics. We teach children to use their phonics skills as their first strategy when they are reading. We follow the synthetic phonics programme Little Wandle Letters and Sounds Revised and our fully decodable reading scheme books are closely matched to the progression of the scheme. All pupils participate in daily phonics lessons. Staff systematically teach learners blending and segmenting. Phonics is applied and reinforced throughout the day through targeted activities in Continuous Provision (Reception) and through application of all subjects in Year 1 and Year 2.

All pupils are assessed on a half termly basis to ensure that teaching closely matches their requirements.

Pupils are taught conventional spellings in line with their ability. They are taught to check the correctness of their spelling using our phonics programme and the Little Wandle Bridge to Spelling programme. Pupils are encouraged to produce phonetically plausible spellings when attempting longer, multisyllabic words. The common exception words listed in the National Curriculum are integrated into the teaching of phonics and spellings, these are referred to as "tricky and prickly" words.

Pupils are taught grammar as an integral part of daily English lessons.

Reading

Please see Phonics and Early Reading Policy

Our aim is for pupils to read widely across both fiction and non-fiction to develop; knowledge of themselves and the world in which they live; to establish and appreciation and love of reading; to gain knowledge across the curriculum; and develop their comprehension skills. We are committed to providing vocabulary rich reading materials and closely matched phonetically decodable books.

Pupils are taught to read, understand and explore a wide range of texts. All pupils practise early reading with fully decodable books which are closely matched to their phonic knowledge. Pupils who have complete the Little Wandle Phonics scheme move on to the Little Wandle Fluency scheme. The fluency scheme is carefully planned and teaches all aspects of reading using vibrant, diverse and engaging chapter books created by contemporary

authors and illustrators. Each book has been carefully devised to support children as they progress in reading fluency through Year 2; making sure every child can become a confident, fluent and motivated reader.

All pupils read these books 3 times at school before they are sent home, Each reading practice session has a clear focus, so that the demands of the session do not overload the children's memory. The reading practice sessions have been designed to focus on three key reading skills:

- Decoding
- Prosody: teaching children to read with understanding and expression
- Comprehension: teaching children to understand the text

We recognise that reading comprehension relies upon secure language comprehension, broad vocabulary and background knowledge. Our curriculum therefore systematically develops children's spoken language and knowledge alongside decoding.

New parents are invited to attend a 'Developing Early Reading' meeting early in the Autumn term.

All pupils are encouraged to read at home on a daily basis, all reading is recorded in their Reading Record.

Our school library is well stocked and maintained. Through regular use of the library by all children we aim to foster a love of books and to encourage responsible book care. The library is organised into styles and genres. Each class has a carefully curated book corner with books that reflect the terms topics. These books are shared regularly by the class teacher and all pupils are free to read them when they wish.

Pupils enjoy daily story time with books that have been carefully selected for each year group. Books are chosen to engage the children, reflect our children and their needs, expose them to a variety of texts, widen vocabulary and develop their love of reading. Teachers act as reading role models, regularly recommending books and sharing their own enthusiasm for reading.

We further promote books and a love of reading through our annual book week. Activities include visiting authors or drama groups, visiting the local library, dressing up as book characters and the opportunity to purchase books from the travelling book fair.

Writing

We endeavour to foster an enjoyment of writing and to provide children with many creative opportunities for writing. Our aim is for children to become confident writers, to be able to communicate effectively in writing for a variety of audiences and to recognise the importance of writing in real life scenarios.

At Trumps Green Infant school, we recognise that secure transcriptional skills are the essential foundation of successful writing. In line with the Department for Education's *Writing Framework*, we prioritise the explicit teaching of handwriting, spelling and sentence transcription from the earliest stages of learning, enabling pupils to develop automaticity and fluency so that they can focus increasingly on composing and communicating their ideas. Children orally rehearse vocabulary, sentences and ideas before writing independently.

Teachers explicitly teach sentence construction through modelling, oral rehearsal and shared writing. Children learn how sentences can be adapted for different purposes and effects before applying this independently. Dictated sentences support the establishment of sentence construction without cognitive overload.

Writing opportunities are carefully sequenced to develop children's confidence and stamina, ensuring pupils can sustain writing independently for increasing periods of time.

Children are taught to form letters correctly through daily handwriting practice, closely linked to the school's phonics programme, ensuring that letter formation, orientation and pencil control become embedded.

Mnemonics used for letter formation match those taught in phonics lessons. As pupils' transcription skills become increasingly fluent, they are able to write with greater confidence, accuracy and stamina.

Spelling is taught systematically through high-quality phonics teaching, progressing to the teaching of spelling patterns, common exception words and morphology as pupils develop. Pupils are given regular opportunities to apply their phonics knowledge and spelling strategies within meaningful writing activities.

We understand that fluent transcription reduces cognitive load, allowing children to concentrate on vocabulary, sentence construction, organisation and the purpose of their writing. Therefore, regular opportunities for rehearsal, practice and immediate feedback are integral to our writing curriculum.

Across the Early Years Foundation Stage and Key Stage 1, we provide a language-rich environment where speaking, listening, reading and writing are closely interconnected. Children are encouraged to develop positive attitudes towards writing through purposeful, engaging and meaningful experiences, enabling them to see themselves as successful writers from the very beginning of their education.

Our teaching ensures that all pupils, including those who require additional support, receive carefully scaffolded instruction and targeted intervention to secure the transcriptional skills necessary for future success as confident, independent writers.

At Trumps Green we use the Talk for Writing approach as the vehicle for teaching writing. Writing is taught through carefully sequenced units centred around quality texts.

Children write for a range of purposes including:

- narrative
- explanation
- persuasion
- discussion
- poetry
- reports
- recounts
- instructions

Grammar, punctuation and spelling are taught explicitly through direct instruction, teacher modelling and shared writing before being applied in purposeful, independent writing.

Previously taught vocabulary, spelling patterns, grammatical knowledge, sentence structures and text structures are regularly revisited and applied across the curriculum to strengthen long-term memory and support pupils in becoming fluent, independent writers.

Teachers model the writing process regularly.

Vocabulary

Vocabulary development is planned across the curriculum.

Children are taught:

- ambitious vocabulary
- morphology
- etymology where appropriate
- subject-specific language

New vocabulary is dual coded, revisited and applied in speech and writing. Vocabulary is deliberately revisited across different texts and curriculum contexts so that pupils retain and confidently use new language in their speaking, reading and writing.

Handwriting

Please see Handwriting policy

Children are taught a consistent handwriting style throughout the school.

They are encouraged to:

- develop correct letter formation
- maintain appropriate presentation
- write fluently and legibly

Joined handwriting is introduced when pupils have secured correct letter formation, orientation and sufficient fluency, in line with the school's handwriting progression.

Assessment

Independent writing is regularly used to assess what children can do without adult support and informs future planning.

Teachers use:

- formative assessment
- observation
- questioning
- pupil conferencing
- independent writing outcomes
- statutory assessments where applicable

Writing is assessed against National Curriculum expectations and school progression documents.

Inclusion

We believe every child can succeed in English.

Teaching is adapted through:

- scaffolding
- adaptive teaching
- visual supports
- vocabulary pre-teaching
- intervention programmes
- appropriate challenge

Children with SEND and those learning English as an Additional Language are supported to access the full curriculum. Support is matched to needs in line with our Graduated Approach to support pupils to attain the expected level for their age and achieve their individual potential.

Any child who needs additional phonics practice has daily keep up support, taught by a fully trained adult. Keep up lessons match the structure of class teaching and use the same procedures, resources and mantras but in smaller steps with more repetition so the child retains their learning. Reasonable adjustments will be made to facilities and equipment to accommodate pupils with SEND.

We will ensure that all teaching and activities are considered to support the needs and abilities of all pupils.

More able pupils are challenged through greater depth tasks and opportunities for authorial choice.

The Learning Environment

Classrooms celebrate language through:

- vocabulary displays
- model texts
- story maps
- writing toolkits
- examples of high-quality writing

Displays are regularly updated to support learning.

The Role of Teachers

Teachers will:

- model high-quality language
- plan engaging lessons
- provide effective feedback
- maintain high expectations
- celebrate achievement
- promote reading for pleasure
- use assessment to inform teaching

The Role of the English Subject Leader

The English Leader will:

- monitor standards across the school
- support staff development
- monitor planning and assessment
- organise resources
- analyse attainment data
- lead professional development

- keep up to date with national developments
- evaluate the impact of the curriculum

Monitoring and Evaluation

The implementation and impact of this policy will be monitored through:

- lesson observations
- book scrutiny
- pupil voice
- learning walks
- assessment analysis
- planning reviews
- professional dialogue
- pupil progress meetings
- moderation
- phonics fidelity checks
- monitoring of reading practice sessions
- pupil interviews about reading habits

Findings will inform future school improvement priorities.

Equality Statement

In accordance with our Equality Policy we will promote equality across the full range of protected characteristics and ensure that all pupils have equal access to all opportunities offered by the school.

Policy Status	
Reviewed	September 2026
Next Review Date	January 2029