

Our English Pedagogy

We breathe reading in and we breathe writing out

Writing

Writing is taught through a structured unit model (as a result of Trust twilights and the Teresa Heathcote training) that is consistent across year groups and text types.

Each unit follows a deliberate sequence designed to reduce cognitive load, secure key knowledge and enable high-quality outcomes:

- Saturate - pupils are immersed in high-quality texts, vocabulary and ideas through reading, drama, talk and oral rehearsal. This phase prioritises language acquisition, background knowledge and meaning.
- Analyse - pupils closely examine model texts (WAGOLLS) to understand purpose, audience, structure and language choices, focusing on authorial intent rather than surface features.
- Dabble - this phase is central to personalisation. Dabble lessons focus explicitly on transcriptional skills, including spelling, sentence construction, punctuation and handwriting. These lessons are adapted to meet the specific foundational needs of each pupil, meaning the structure of the lesson varies depending on which knowledge block requires reinforcement. Pupils apply skills directly within meaningful contexts, strengthening accuracy, automaticity and confidence.
- Plan - pupils plan with clear intent, drawing on shared models, vocabulary banks and oral rehearsal to support independence.
- Write - pupils complete extended independent writing across multiple lessons, building stamina and enabling quality outcomes.
- Edit and improve - pupils refine their work through structured editing, focusing on meaning, sentence construction and vocabulary choices.

In every writing lesson, pupils complete a retrieval task at the start of the lesson, predominantly focused on National Curriculum grammar objectives appropriate to their year group. This ensures key knowledge is revisited frequently and retained over time. These retrieval activities are consistent across the school and are clearly evidenced in pupils' books, demonstrating curriculum coherence and cumulative learning.



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Early writing and transcription

"We learn to write in the Early Years and Key Stage 1 so we can learn to write with purpose in Key Stage 2".

The approach is adapted appropriately in the early years and KS1 to secure strong foundations. In EYFS, there is a focus on oral language, mark-making and transcriptional readiness. The school follows the Little Wandle Letters programme to secure early reading and spelling. The EYFS Associate has worked closely with the EYFS Lead and English Lead to consider how the school's writing approach can be adapted developmentally to raise standards in writing. This collaborative work focuses on early sentence construction, purposeful writing opportunities and the transition from oral rehearsal to independent writing, ensuring children enter Year 1 with confidence and secure foundations.

- In Year 1, pupils complete one core narrative unit each half term, allowing depth and familiarity with story structure. This is complemented by two additional weeks focused explicitly on transcription, linked to non-fiction and wider curriculum content, ensuring handwriting, spelling and sentence construction become increasingly automatic.
- Across KS2, spelling and transcription are strengthened through a sounds and syllables approach, enabling pupils to apply phonological knowledge, syllable structure and morphology accurately when spelling more complex vocabulary.

Reading

Reading is at the heart of all we do

Reading underpins the entire curriculum and is positioned as both a skill and a source of meaning.

- Word reading is secured through the Little Wandle phonics programme in EYFS and KS1.
- Reading fluency and comprehension continue to be developed beyond phonics through daily reading, rich discussion and regular exposure to ambitious vocabulary and sentence structures. Pupils in Year 1 have a bespoke reading session which prepares them for Whole Class Reading in Year 2.
- High-quality texts are selected deliberately to build cultural capital, deepen subject knowledge and provide strong models for writing. Teachers have worked alongside the English lead to build a reading spine which is engaging, inspiring and where children can use their reading to support their writing and their curriculum knowledge to support their reading.

The school is using the National Year of Reading, as a strategic vehicle to ignite a love of reading across the wider community, not solely within school. The focus extends beyond pupils to include families and the home environment, recognising the crucial role of shared reading in raising standards and positive mental health. Through increased visibility of reading, strengthened reading spaces and purposeful family engagement, the school aims to embed reading as a valued, everyday habit both in school and at home.



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Consistency, impact and inclusion

Evidence from book study and pupil voice shows strong alignment with the school's agreed approach:

- Pupils' books demonstrate clear progression within and across units.
- The impact of daily retrieval and personalised dabble lessons is evident in improving transcription accuracy and independent application of grammar.
- There is consistency in lesson structure and expectations across year groups, reflecting a shared staff understanding.
- Pupils can articulate what they are learning, why it matters and how it improves their writing.

Strong foundations in word reading, spelling, handwriting and maths are prioritised to ensure all pupils can access ambitious learning. For disadvantaged pupils, support is carefully targeted through pre-teaching, structured scaffolds and timely intervention, without removing pupils from high-quality first teaching.



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