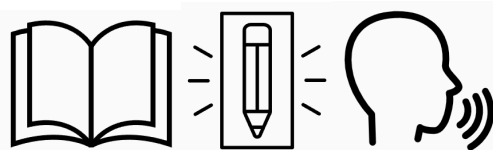




English



Our School Vision

For with God, everything is possible
(Matthew 19:26)
[#everythingispossible](#)

Through our continued service to our community and rooted in our Christian Values, the opportunities we provide, inspire our children and adults at our school to learn, to grow and to flourish. We are committed to developing our children into confident individuals who make a positive difference through developing a respect for themselves, each other and the world around them.

[For with God, everything is possible.](#)
(Matthew 19:26)

Spirituality at Queen's Park

The spiritual development of our children is a priority across all areas of the curriculum. At Queen's Park CE/URC Primary School, we define spirituality as connecting with ourselves, others, the world and God, through whom, everything is possible (Matthew 19:26). We explore spirituality through our Spiritual Capacities (our Spiritual C's) which are curiosity, creativity, compassion, captivation, consciousness, being courageous contributors and having opportunities to contemplate.

[With God, everything is possible](#)

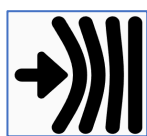
We understand the importance of both planned and spontaneous opportunities in all aspects of our CROWN Curriculum. This is evidenced in our class reflections book, through 'spirituality in the spotlight' and through speaking to our children.

Our English curriculum is built on ensuring our children have an excellent moral compass. All texts are chosen carefully to ensure we raise the profile of diversity and inclusivity and respect. By providing a range of exciting learning opportunities, our children flourish in our English curriculum. The children are inspired to read, write, speak and listen – and they know they can make a difference when using the skills and knowledge they learn in their English lessons. Everything is possible!

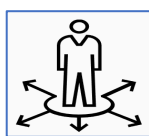
Our Five Crown Principles



Challenge



Resilience



Opportunities



Wellbeing



kNowledge

Our five Crown Principles drive our English curriculum.

Rationale for our English Curriculum

Challenge

Through the 'challenge' curriculum driver we want our children **relish challenges that English can bring** such as writing a range of genres, considering audience and purpose. Despite the challenges of barriers or background, we ensure that every child at Queen's Park is a reader.

Resilience

Through the 'resilience' curriculum driver, we promote optimism and determination **in English**. We have the highest of expectations in all areas of **English: reading, writing, spelling, handwriting, speaking and listening**. Our high expectations and aspirational English curriculum encourage children to be resilient learners. Through next step marking and purposeful feedback in English, children have opportunities each day to **edit and improve** their work thus promoting resilience.

With God, everything is possible

Opportunities

Through 'opportunities', we raise aspirations to broaden our children's horizons – opening their eyes to the myriad careers they might pursue. Through careful curriculum planning ensure we have a range of enhancements throughout the year such as: [author, poet and illustrator visits](#), [themed days and trips](#). We provide ample opportunities within the curriculum for children to become [articulate speakers, readers and writers](#). We believe that 'reading opens doors' – our [English book spine](#) offers a range of opportunities through the [power of reading](#).

Wellbeing

At Queen's Park, we understand that happiness is linked to personal growth, health and development. We ensure our children are happy, healthy individuals.

Our English curriculum content [encompasses quality texts](#) pertaining wellbeing. We work hard to build a great parent partnership, [encouraging 1:1 reading at home through training videos](#). We create [a love of reading](#) including [daily story time](#) from EYFS – Y6. SMSC, British and Christian Values woven throughout each quality text. With 'wellbeing' as a curriculum driver, we give children the confidence to thrive in a diverse, global society and be respectful citizens with British and Christian Values at the core.

kKnowledge

Through the 'kKnowledge' curriculum driver, we encourage our children to be resourceful learners. It is uniquely challenging and coherent to our children. [The knowledge imparted in English is crafted by our English lead to ensure that all pupils achieve secure substantive and disciplinary knowledge in all areas of English](#). All our teachers teach with the aim to ensure pupils have sufficient knowledge to progress through primary school and beyond.



Being a great reader, writer, speaker and listener means that disciplinary and substantive knowledge complement each other harmoniously. All areas of English are high profile within our curriculum. We ensure there are always opportunities to enhance English in all areas of the curriculum. Texts studied in English are mostly linked to other areas of the curriculum. Each text has been chosen for a reason and serves a purpose. Children have reading, writing, spelling/phonics lessons daily.



Intent

English Long-Term Plans (Example)

Year 4 English Long Term Plan						
 Writing focus texts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Thomas Beecham and Beecham's Factory (History link)	Edison: The Mystery of the Missing Mouse Treasure (Science link)	Escape from Pompeii (History and Geography link)	The Lorax (Science and PSHE link)	Greek Myths (History link)	The Quest to Digest and Kay's Anatomy (Science link)
	Chester Travel Guide (Geography link)	Oscar and the Bird (Science and DT link)	Rome Travel Guide (Geography link)		Escape from Pompeii (History and Geography)	Varmints (PSHE link / Science link)
					The Pebble in my Pocket and Earth Shattering Events (Geography link)	
 Other texts	See Year Group Reading Spine, Reading Journey and Reading for Pleasure overview for full book list					
 Poetry Focus	Allan Allberg – Heard it on the Playground / Please Mrs Butler				Jabberwocky by Lewis Carroll and other nonsense poems	

English Medium-Term Plans (Example)

Year 5 Writing Lessons			
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		
Year 5	Year 5		
Topic	Non-fiction / Fiction Writing Diary entry 		

Sample: English medium-term plans show the reading and writing journey the children will take throughout each unit of work.



Overview of Read Write Inc. Spelling Online

This summary of files outlines all the files that are available in the online resource. It is designed to help you find the files you need.

For full guidance on teaching Spelling and using the files in the context of the Read Write Inc. Spelling lessons, see the Read Write Inc. Spelling Teaching Handbook.

For this index, files are listed in groups, to make the list more manageable to view.

When searching for files in the online resource, ensure that you **clear filters** before beginning. The 'clear filters' button can be found under the 'Year group' dropdown.

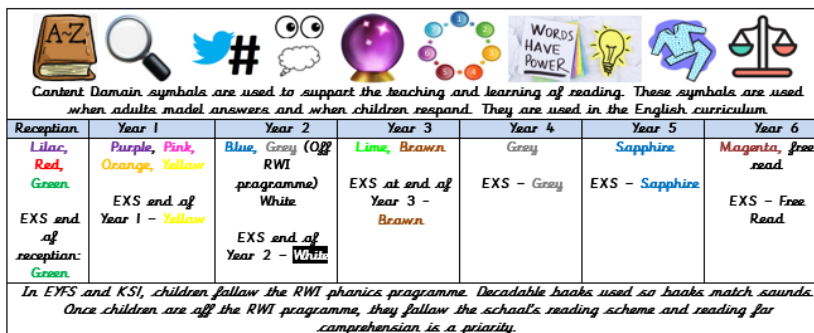
All years
Overview of Read Write Inc. Spelling Online Guide to assessment in Read Write Inc. Spelling Instructions for starting Read Write Inc. Spelling at Year 2 Grouping and transition in Read Write Inc. Spelling Spelling Sounds chart
Curriculum coverage
Spelling Year 1 Curriculum matching chart (England) Spelling Year 2 Curriculum matching chart (England) Spelling Year 3-4 Curriculum matching chart (England) Spelling Year 5-6 Curriculum matching chart (England) The Welsh National Literacy Strategy and Read Write Inc. Spelling (Wales) The Northern Ireland Curriculum and Read Write Inc. Spelling (Northern Ireland) The Curriculum for Excellence and Read Write Inc. Spelling (Scotland)
Year 1 files (to complete before starting the programme in Year 2 if necessary)
Spelling Year 1 Curriculum example words word bank Spelling Year 1 Curriculum matching chart
Spelling Pre-programme: Activity 1 (questions only – does not need answers) Spelling Pre-programme: Activity 2 (questions and answers) Spelling Pre-programme: Activity 3 (part 1) (questions and answers) Spelling Pre-programme: Activity 3 (part 2) (questions and answers) Spelling Pre-programme: Activity 4 (questions and answers) Spelling Pre-programme: Activity 5 (questions and answers)
Spelling Pre-programme Special focus 1 Spelling Pre-programme Special focus 2 Spelling Pre-programme Special focus 3 Spelling Pre-programme Special focus 4 Spelling Pre-programme Special focus 5 Spelling Pre-programme Special focus 6 Spelling Pre-programme Special focus 7 Spelling Pre-programme Special focus 8
Year 1 Practice Test 1 – administrator paper

Sample: Spelling long term plans are followed by children who are off the RWI phonics program.



Progression documents

Our progression documents have been created by the English lead to ensure clear progress in **all areas of English**.



<i>Reading for meaning is at the heart of Guided Reading – this is a vehicle to teach reading skills and comprehension skills.</i>						
<i>Talk through stories daily</i>	<i>Review reception content</i>	<i>Review year 1 content</i>	<i>Review year 2 content</i>	<i>Review year 3 content</i>	<i>Review year 4 content</i>	<i>Review year 5 content</i>
	Read age-appropriate books with some fluency (show some awareness for punctuation when reading)	Maintain fluency whilst reading age-appropriate books at speed (showing awareness of the function of punctuation when reading, some intonation)	Read age-appropriate books fluently and accurately using intonation Pupils show stamina and resilience (prepared to persevere with all texts)	Shows stamina whilst reading age-appropriate books fluently and accurately whilst retaining speed (using intonation) Pupils apply a more controlled skill of summarising the gist of what they have read (verbally and in the written form).	Shows stamina whilst reading age-appropriate books fluently and accurately whilst retaining speed (using intonation) Pupils verbal and written responses to questions display precision and an awareness of understanding the expectations of the question.	Shows stamina whilst reading age-appropriate books fluently and accurately whilst retaining speed (using intonation) Pupils in year 6 apply what they have learned to more complex writing – specifically texts that they may not ordinarily choose to read.
	Skimming and scanning (You Choose, The Big Book of Mix Up)	'Find and point' skimming and scanning is developed to	reading longer age-appropriate texts with fluency.			
	Find and Point to... (visuals/words)	'Find and Copy' where children can identify	Over the academic year, pupils develop a more controlled skill			
	Teaching pupils to infer/ justify their answers through	writer's choice of language demonstrating an	or?	As the demand of text increases, pupils are		

Sample: Progression in reading skills.

Vocabulary

Vocabulary is V.I.T.A.L in English

Valued

We value vocabulary in [English](#) and in everything we do.

Identified

[Vocabulary](#) is identified by [an adult in reading sessions](#) and are explicitly planned for.

Taught

Vocabulary is explicitly taught in every lesson or reading session. The texts are chosen using Alex Quigley's 'arduous eight' to ensure texts are appropriate in challenge – including vocabulary. Tier 2 and 3 vocabulary is explicitly taught so the word is 'mastered'.

Applied

Once vocabulary is taught, it is applied. Children apply their vocabulary in their speaking and listening, writing and assessment [outcomes in English](#).

Learned

Vocabulary is revisited and relearned. Vocabulary sticks in the children's long-term memory.

Early Years Foundation Stage

Through an ‘**explosion of experiences**’, our youngest readers, writers, speakers and listeners are exposed to the strong foundations of their **English learning**. We believe that that a strong foundation in in EYFS is key to every child’s future success. Using **Talk for Writing**, our English curriculum comes to life enabling our children become **great storytellers and early writers**. Carefully planned opportunities and experiences are provided for our children to enhance their English learning. Early reading is the highest priority in EYFS and their phonics learning commences on entry. High quality books (including non-fiction), stories and rhymes are the **beating heart of our curriculum** in EYFS and are the bedrock of all learning across the curriculum. **Vocabulary is planned for and is explicitly planned through Talk Through Stories**. Staff are **role models in demonstrating vocabulary** in the lesson inputs and this is further enhanced in our excellent provision. The **foundations of reading, writing speaking and listening** in EYFS is linked to Year 1 and beyond.

Year 1 to Year 6

Year on year, children will build upon their **English learning**. The English lead has created a meaningful, sequential learning journey through **all areas of English**. Careful curriculum thinking and planning ensures that our children have the subject knowledge and components embedded in their long-term memories.



Implementation

Pedagogy



Both our staff and children are enthusiastic about **English**. Through ongoing CPD, we strive to ensure our teachers have **expert knowledge of the English they teach**. Our pedagogy is firmly based upon our curriculum intent of embedding concepts into long-term memory so that they are able to be recalled, to ensure substantive and disciplinary knowledge and skills can be applied fluently.

Our 'Queen's Park Quality First Teaching' model ensures that lessons are effectively sequenced so that new knowledge and skills build on what has been taught before and towards defined end points.

Every area of English has a Queen's Park structure to ensure there is consistency across school. All pedagogical structures are based on research and what our children need.

Phonics and Early Reading = Read Write Inc Phonics

Spelling = Read Write Inc Spelling

Writing = Explore, Practise, Compose

Handwriting = Letter Join / expectations for lead in lines

Guided Reading = Queen's Park structure

EYFS = Talk For Writing and Talk Through Stories

English lessons are carefully linked with other curriculum subjects to enhance learning in all subjects and to avoid cognitive overload. Our lessons are scaffolded to ensure all learners have access a full English curriculum. If appropriate, these lessons are modified to meet the needs of the individual.



[Guided Reading Lesson Structure:](#)



Writing lesson structure

Writing sits at the heart of every subject and helps our children to access the curriculum

Our lesson structure is based on research released in July 2025. The writing framework brings together the latest research and practical approaches to:

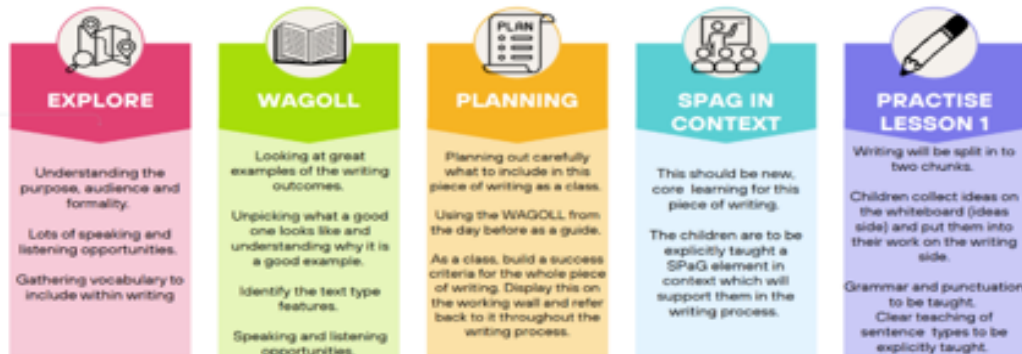
1. Build a curriculum that develops writing skills step by step
2. Establish effective writing routines in every subject.
3. Identify pupils who need extra support so no one gets left behind
4. Foster a genuine love of writing and help pupils feel proud of their work.

The children follow three board areas on the writing journey: Explore, Practise, Compose.

Please see our writing journey below for more details.

The Writing Journey

Explore > Plan > Draft > Revise > Edit > Share





Writer's Practice



Purple pen next steps are actioned in the first 5 minutes.

Week 1- Ready to write routine, teach the handwriting join, rehearse the handwriting join. Teachers and TAs to sweep the room and intervene with any incorrect formations or joins.





Writer's Practice



Purple pen next steps are actioned in the first 5 minutes.

Week 2- Sentence accuracy. Focus on specific sentence types at the start of each lesson using a sentence type poster. Teacher to model in context and the children attempt their own independent sentence. This should be something they can use in their independent writing.

Teachers and TAs to continue to sweep the room and intervene with any incorrect formations or joins.





Writer's Practice



Purple pen next steps are actioned in the first 5 minutes.

Teachers and TAs to continue to sweep the room and intervene with any incorrect formations or joins.

Week 3- Explicit teaching of editing under the visualiser. Once polished piece is complete, review the use of the taught handwriting join and allow the opportunity for fix its and success to be celebrated.



We understand that we may not see the true impact of our [English](#) curriculum on our children as our [English curriculum](#) is just the beginning of a lifetime of learning.

Our well-constructed and well-taught [English curriculum](#) leads to great outcomes. Our results are a reflection of what our children have learnt. At Queen's Park, our philosophy is that broad and balanced leads to great outcomes and meeting end points at the end of each key stage. National assessments are useful indicators of the outcomes our children achieve.

We ensure all groups of children are given the knowledge and cultural capital they need to succeed in life. We strive to ensure that our children are equipped with the skills (through a growth mindset approach) to fluently be able to retrieve key facts from their semantic memory.

The quality of our children's work, at every stage, is of a high standard. All learning is built towards an end point and at each stage of their education, we prepare our children for the next stage.

We ensure all our children read to a stage appropriate level and fluency. Reading is the beating heart of our [English curriculum](#).

The impact of Queen's Park [English](#) curriculum is measured through the following:

- Assessment
- National test data
- Pupil voice
- Progress evident in children's books
- Seeking views of parents where appropriate