

Clarice Cliff Guide to English

Intent - The Why

Here at Co-op Academy Clarice Cliff we know that a high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. The texts that the children are exposed to through their time at our school have been carefully chosen. We believe Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

We understand that many of our children enter school with limited vocabulary due to a lack of life experiences. We believe in giving children first hand experiences to improve their cultural awareness and understanding through a range of trips and immersive experiences from visitors within the school. By keeping vocabulary development at the heart of the English curriculum, we provide the language and tools needed to explore these experiences and improve their knowledge of our local area, country and the wider world. We use Beck's five step approach to the teaching of vocabulary and evaluate its effectiveness through assessment data and the marking of books.

We have a rigorous well organised curriculum that provides many purposeful opportunities for reading, writing and discussion.

Our curriculum closely follows the aims and objectives that have been set out in the National Curriculum 2014.

Implementation – The How (**including how/when we assess*)

What do we use to support our curriculum delivery?

We use 'The Literacy Tree' scheme to plan our lessons which is a high quality book based curriculum that covers all of the primary English framework. Each lesson is carefully mapped out ensuring that transcription skills, grammar objectives and writing genres are covered. Each unit begins with a thematic link making links through themes and conventions within significant literature. There is then a carefully planned discovery point or 'hook' to create resonance for the children. The literary language is then explicitly taught and applied to a piece of writing. Throughout this process reading comprehension, grammar and spelling are explicitly taught and applied within context. Children are then given opportunity to create both shorter and more extended pieces of writing that are suitable for the given audience and purpose.

Teachers plan lessons using an exemplar set of Google Slides that ensure continuity and consistency throughout the school, these can be seen here- [📄 24/25 English template slides](#)

Daily

Daily English lessons take part from EYFS to Year 6, at the start of a unit a 'hook' is used to ensure the children are enthusiastic and engaged with their learning. Lessons are planned out using Google Slides where there is a 'look back' a 'look forward' and 'what do I need to do to be successful?'

Weekly

Children are taught a range of skills throughout a week with several opportunities for transcription built in. The skills taught lead to arbitrary pieces of writing which give the children an opportunity to apply what they have been taught. The amount of times that children should be recording in books per week depends on which unit is being taught, this will be for a minimum of three times per week.

Half termly/Termly

At the end of each unit of writing children complete an assessed piece of writing, these are graded as WT, WA and GDS. The results of these contribute to the teacher assessment that is inputted every term. Completed assessed pieces of writing are displayed in corridors which change every term. In Year 6 children complete assessed pieces of writing in a writing assessment book which is used for moderation purposes.

Assessment for Learning

Formative assessment is at the heart of each lesson and is essential to moving the children forward in their learning journey. Teachers make use of active marking within each lesson which means that misconceptions can be addressed quickly and efficiently. Each classroom has an English Working Wall to support the children with their writing journey, these include the genre of writing being completed, the features of this genre, the audience and a suitable WAGOLL. At the start of each English unit children are given a unit overview which includes information on each piece of writing they will be completing. Each lesson the learning objectives and success criteria are shared with the children to ensure they know what they need to do to be successful.

When editing their work children are given the opportunity to zone in on small parts of their writing and edit and improve it. Small sections are improved with the use of post it notes and small slips of paper.

When planning lessons teachers think about the following:

- What do I want the pupils to do?
- Which skills do I want them to use?
- What do they already know?
- What is the end product I am aiming for?
- What is the success criteria?
- How will this be useful to pupils on a long-term basis?
- What is the timeline for this?
- What are the different stages of this task or skill?
- Which activities best support this?
- How will I know if pupils are on track?
- How will I know if they have mastered a skill?

In order to ensure our writing judgements are fair, we have a rigorous and thorough timetable of moderation. This happens within the school across year groups every term. In addition to the whole school moderation we also take part in trust wide moderation with the other local schools that are part of the Co-op trust. This is an opportunity for the schools to come together and to ensure that judgements are fair and objective.

What this looks like in Early Years

We provide a language-rich environment where children are encouraged to listen attentively and speak confidently. Through a diverse range of planned and spontaneous activities, we model rich vocabulary and use targeted questioning to extend their thinking and communication skills. We prioritize opportunities for children to engage in back-and-forth conversations with both adults and peers, ensuring they can express their thoughts and feelings clearly.

We aim to make writing a meaningful and purposeful activity. Our teaching focuses on two key aspects: transcription and composition. Children are taught handwriting explicitly and systematically, ensuring they develop correct letter formation and a strong pencil grip. We provide a variety of opportunities for mark-making and early writing, encouraging children to communicate their ideas and stories on paper. We celebrate all attempts at writing, from squiggles to correctly formed words, fostering a 'can-do' attitude and building their confidence as authors.

Where will you see and find evidence of our learning?

We love to celebrate English within our school and take every opportunity to share our work with others. We complete our daily lessons within our English books- each lesson's objective and success criteria are printed on a slip that the children use to mark off what they have achieved within each lesson. Each classroom has an English Working Wall and the corridors are used to display extended pieces of writing.

In addition, our wider curriculum books show evidence of pupils applying their writing skills across a range of subjects, with extended writing opportunities for pupils to write as geographers or historians.

What is our approach to SEND and Greater Depth?

At Clarice Cliff, our English provision for pupils with SEND focuses on adapting both teaching and the learning environment so every child can participate, make progress, and develop a genuine enjoyment of reading and writing. This may involve shared and guided learning, breaking tasks into manageable steps, using visual and structural supports, pre-teaching and revisiting key vocabulary, multisensory approaches, and responding flexibly to pupils' individual needs.

Using the approaches outlined below, our English curriculum remains ambitious and coherent for all learners. Carefully planned scaffolds, targeted support, and thoughtful adaptations ensure that pupils with SEND can engage with high-quality texts, build secure reading and writing skills, and access the depth and richness of the curriculum alongside their peers.

Subject challenges for SEND	Provision for SEND
Understanding and explaining themes, characters, or ideas in a text	<p>Use stem sentences and structured discussion frames to model how to articulate interpretations clearly.</p> <p>Provide worked examples of how to explain ideas using evidence from the text.</p>
Recalling key knowledge (e.g. vocabulary, spelling patterns, grammar rules)	<p>Plan regular retrieval practice focused on core English knowledge including vocabulary, phonics/spelling patterns, and grammar structures.</p> <p>Begin lessons with targeted recap tasks informed by gap analysis, revisiting objectives pupils are not yet secure with.</p>

	Use low-stakes quizzes, flashcards, word games, sound mats, and manipulatives to strengthen long-term memory.
Reading, decoding, or accessing texts and written information	<p>Provide shorter or simplified text extracts using clear sentence structures and visual supports to aid comprehension.</p> <p>Present information in multiple formats (audio, visuals, story maps) to reduce cognitive load.</p> <p>Use digital tools such as text-to-speech, enlarged font, coloured overlays, or simplified online reading resources.</p>
Understanding subject-specific vocabulary (e.g. literary terms, genre features)	<p>Teach and revisit key English vocabulary explicitly at the start of lessons using dual-coded word banks and concrete examples from texts.</p> <p>Model precise vocabulary use in explanations, shared writing, and class discussions.</p> <p>Provide vocabulary mats that remain accessible in lessons and interventions.</p>
Expressing ideas clearly in speech or writing	<p>Provide stem sentences and writing frames to help structure responses.</p> <p>Offer alternative recording methods (whiteboards, Chromebooks etc.)</p> <p>Build in processing time using strategies such as think–pair–share or stop and jot to support pupils in organising their thoughts.</p>
EAL learners finding written English or instructions challenging	<p>Break tasks into manageable steps supported by visuals, modelling, and key vocabulary prompts.</p> <p>Use dual-coded resources, sentence banks, diagrams, and simplified explanations to reduce reliance on extended text.</p> <p>Provide additional modelling, paired practice, and structured vocabulary teaching to build confidence and independence.</p>

Greater Depth

Our English curriculum is carefully sequenced so that essential knowledge and skills build progressively and with increasing sophistication as pupils move through the school. Clear end-of-year expectations, outlined within our progression documents, set out what secure and advanced understanding looks like for each year group in reading and writing.

As pupils gain confidence with fundamental skills—such as decoding, comprehension, grammar, and composition—they begin to apply them with greater flexibility and independence. At greater depth,

pupils make deliberate choices about vocabulary, sentence structure, and authorial techniques; they justify their interpretations using well-chosen evidence; and they refine and edit their work with increasing precision.

Through a strong focus on discussion, reflection, and evaluation, pupils develop the language and metacognitive skills needed to comment on the effectiveness, clarity, and impact of their choices. They draw on success criteria and high-quality exemplars to critique their own writing, compare interpretations, and suggest improvements, demonstrating a deeper, more nuanced understanding of English.

Impact – The So What

It is our mission that on completion of their academic English journey with us our pupils will be happy, confident learners who are equipped with a strong command of the written word. They will amass a varied vocabulary which they can use across the curriculum. They will be able to spell accurately and use correct grammar in their work. Pupils will write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. By the end of Year 6 children are well-prepared for the secondary curriculum.

Cultural Capital and Enrichment

The texts that are at the heart of our English curriculum have been carefully chosen to ensure they encourage the accumulation of knowledge, behaviours that the students can draw upon and which demonstrate their cultural awareness, knowledge and competence. Through the English curriculum, students also develop their speaking and listening skills in a range of contexts and for different purposes. This is vital cultural capital, which our students need to become effective speakers and confident communicators, to allow them to compete with their peers in a range of real world contexts including job interviews and debating.

Where possible trips are planned alongside the English curriculum that give our students the opportunity to participate in cultural events.