



NEWFIELD PARK
PRIMARY ACADEMY

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English Guidance



Philosophy/Rationale

At Newfield Park Primary Academy, we believe that language and English is fundamental to the overall development of children and their access to the curriculum in all its aspects. We recognise that the acquisition of English, both spoken and written, will empower our pupils and provide the foundation for all their future learning.

Aims:

We promote a culture of reading, not simply as a life skill, but to also develop in pupils a love of books and literature that will not only support their learning across the curriculum, but also enrich their lives. We believe that the understanding and intelligent use of English is the cornerstone of a child's education; we strive to engage pupils through an ever increasing amount of 'reading for pleasure' initiatives, working with parents to ensure children are reading high-quality texts on a daily basis. Our range of Reading for Pleasure initiatives can be found on our website. As children move through the school, they will improve their comprehension ability through direct teaching of VIPERS which are linked to the KS1 and KS2 content domains, via both guided reading and our Read Aloud Think Aloud shared reading approach. These are built into lessons weekly and increase in difficulty as children move through the school.

We provide children with a range of real-life purposes to write for, making use of visual literacy (including our interactive Portal) when possible and ensure that children experience a range of purposeful genres before they leave Primary Education.

We believe that all children should have regular opportunities for speaking and listening and our bespoke "Six Strands" help us to achieve this in a simple, child-friendly way which builds progressively from Early Years to Year 6. Children will have various ways of learning and utilising these crucial life-skills, whether in Class Assemblies, our Newfield ParkCast weekly live sessions or in whole-class performances such as Newfield's Got Talent.

At Newfield, we believe that high quality, discreet systematic synthetic phonics lessons are essential to the development of early reading and spelling. We base our phonics lessons on the Little Wandle Phonics programme but have adapted it to suit our needs at Newfield. This learning starts early in a child's time at Newfield, with use of Little Wandle Foundations for Phonics beginning in Nursery. We assess the children's phonic knowledge regularly (using our rigorous Phonics Tracker program) and this assessment is used to identify children who need a 'catch up' intervention. Home and guided reading books for Reception and Year One children will be phonic-based texts, based upon the child's phonic ability. Children will not access book banded books until Year Two. Children who have not passed the Phonics Screening Check in Year 2 will also take home phonics banded books to ensure they are continuing to improve on their phonics understanding.

Our early, rigorous work on Phonics blends into our work on Spelling which is underpinned by our regular and consistent use of Spelling Shed across Years 2 to 6. We believe all pupils should learn (and overlearn) spelling patterns as they progress through Primary Education, focusing on weekly spellings which are taught through lessons, games and fun quizzes. There is a specific focus on High-Frequency and Common Exception Words. For pupils who find spelling a challenge, various 'Wave 1' interventions are put into place throughout the year, with teachers working with the SENDCo to determine the best course of action.



We believe that writing is a craft that develops through purposeful practice and clear progression. Our English Teaching Sequence ensures that every child builds the skills needed to create coherent, well-structured pieces of writing. Each unit begins with immersion in high-quality texts and rich discussion, moving through oral rehearsal and shared writing before culminating in independent 'destination writing' for a real audience and purpose. At the start of every writing lesson, pupils engage in our BRICK Sentence approach, which promotes overlearning of fundamental grammar and sentence structures through short, focused activities. This daily practice gives children the confidence to manipulate language effectively and apply grammatical knowledge in context. Alongside this, we place a strong emphasis on handwriting through our Kinetic Letters programme, which runs from EYFS to Year 6. This ensures that pupils develop fluent, legible handwriting and take pride in the presentation of their work, reinforcing the high standards we expect across all aspects of English.

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: English Programmes of Study – Key Stages 1 and 2 and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage. Our curriculum is drawn from these documents but is bespoke to Newfield Park Primary Academy.

Key Points:

In English, our aims for all pupils at Newfield Park Primary Academy are that children will:

- Learn how to read and write with fluency, understanding and confidence, developing a range of independent strategies to begin to take responsibility for their own learning
- Have access to high quality, discreet systematic synthetic phonics lessons, as we recognise that this is essential for the development of early reading and spelling.
- Have access to books based upon their phonic acquisition to read at home and at school.
- Be encouraged to develop a love of reading, independently choosing to read widely and often both in school and at home
- Develop an ever-growing bank of vocabulary, through an interest in words, their etymology and their meanings
- Experience a wide range of texts and genres, across a range of contexts (where appropriate linked to their current curriculum topic) to develop their understanding of a wide range of authors
- Learn to write in a variety of styles and be able to apply characteristic and linguistic features of texts to their own writing
- Listen to a variety of authors speak about their own experiences of writing, through regular Author Events at the school
- Develop strong and accurate use of technical vocabulary with understanding of grammatical terminology
- Learn how to apply grammatical structures in their writing
- Be confident when punctuating sentences to ensure clarity in their writing
- Learn, understand and apply their knowledge of "Tier 2" vocabulary across English and foundation lessons, ensuring links between topics are vertical and horizontal through often-repeated vocabulary
- Have the opportunity to write for pleasure; to explore and develop their own ideas in a real setting
- Take part in regular peer-moderation of the work



- Become keen and confident editors of their own writing, confidently drafting and re-drafting with the aim that work can always be amended and improved
- Listen to other children’s opinions on their work or during debates and discussions, taking time to consider what each person has said
- To speak clearly, passionately and confidently when taking part in debates, discussions and presentations as they progress through school.

Planning for English

Teachers will first begin by using our Long-Term Planning document. This document has been developed to ensure that children revisit genres and topics year-on-year and help teachers to scaffold their teaching around curriculum topics – where possible. For example, a Year 6 topic of Volcanoes may be partnered with ‘Explanation Texts’ as there is a relevant link. These documents split learning into a book focus, narrative focus, non-fiction focus and poetry focus each term. This document is reviewed with staff and amended on a yearly basis to ensure it is bespoke to Newfield Park Primary Academy, fitting the individual needs of the school. While considering these units, teachers will also begin to consider which essential skills (listed later on) need to be included to ensure progression across the year. An example screenshot of the Year 5 planning document:

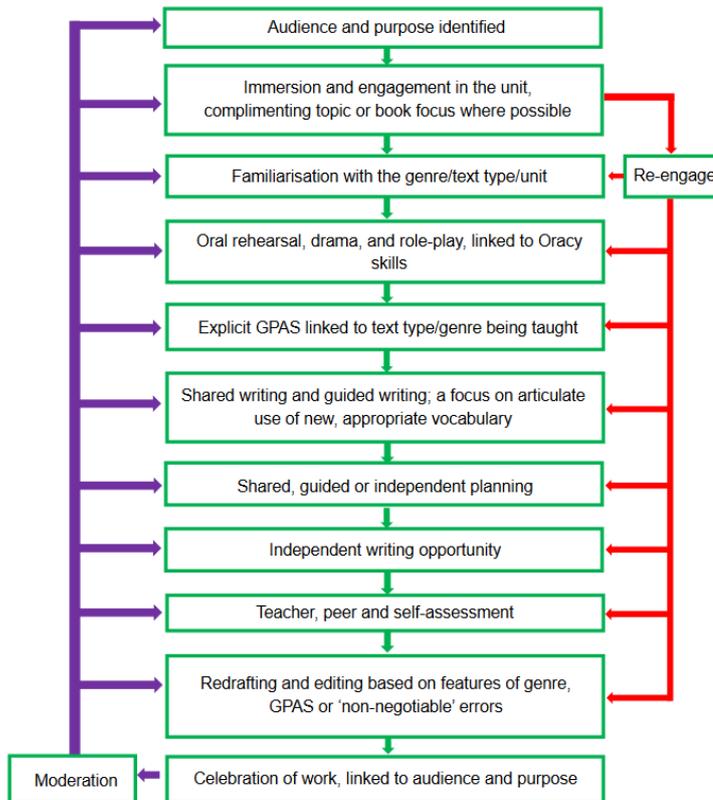
English Modules – Year 5						
	Autumn term		Spring term		Summer term	
Book focus	Book 1 (3 weeks)	Picture-book week (1 week)	Book 2 (3 weeks)	Poetry week (1 week)	Book 3 (3 weeks)	Comic-book week (1 week)
Suggested outcomes	Various writing activities based on class book, linked to National Curriculum objectives.	Christmas / Winter focus (December)	Various writing activities based on class book, linked to National Curriculum objectives	World Book Day (5 th March)	Various writing activities based on class book, linked to National Curriculum objectives	World Comic Day (2 nd May)
Narrative focus	Traditional Tales - legends (quests) (4 weeks)		Suspense and mystery (4 weeks)		Fiction from our literary heritage (4 weeks)	
Suggested outcomes	Reflect on the main character of the legend from different viewpoints. Re-tell the story from several different perspectives. Focus on engaging story openers and paragraph links. Link to visual literacy		Develop skills of building up atmosphere in writing e.g. passages building up tension; show not tell. Focus on cliffhanger and ellipses ending. Focus on shared writing and redrafting. Link to visual literacy.		Explore a text in detail. Write in the style of the author to complete sections of the stories. Take the plot and theme from the text to plan and write their own contemporary version. E.g. Shakespeare focus	
Non-fiction focus	Recount (2 weeks)	Explanation (2 weeks)	Persuasion (3 weeks)	Instructions (1 week)	Report (2 weeks)	Discussion (2 weeks)
Suggested outcomes	Compose a biographical account based on research. Focus on formality of text type an accurate use of paragraphs / topic sentences. Children should be using subordinate clauses to add detail	Full explanation text written about a chosen topic which should link to Science or current topic. Formal language with accurate punctuation.	Show through a range of writing an understanding of how persuasive writing can be adapted for different audiences and purposes. GDS pupils to be given more challenging audience. Children could use colons for lists and bullet points. Semi-colons might be used to separate linked, independent clauses.	Detailed instructions with clear introduction and conclusion. Focus on modal verbs and prepositions	Write a report, in the form of an information leaflet, in which two or more subjects are compared. Link to Science, History or Geography if possible. F	Write up a balanced discussion presenting two sides of an argument, following a debate. Focus on <u>oracy</u> and use of contrasting/comparative conjunctions
Poetry / GPAS	GPAS activities (See VGP) (1 week)	Structure – cinquain (1 week)	GPAS activities (See VGP) (1 week)	Structure – Spoken word / rap (2 weeks)	GPAS consolidation (1 / 2 weeks) (see VGP)	
Suggested 'writing for purpose' opportunity	Biography of a living famous local person – send to person directly	Explanation text – put on website for parents to read	500 Words competition – enter competition	Record a rap about a topic in PSHE – record and send to parents	Debate – invite parents / other year groups in to watch	Create their own comic – tweet / allow others to take it home

These Writing (narrative / non-fiction) and Reading units are then broken down into their subsequent parts using our Reading and Writing Unit Plans. These help to guide teachers to ensure important, essential skills are included and that these progress year on year. It also helps teachers to understand links from one year to another, helping children to build on previous topics/skills and ensure sticky learning. An example of a Reading Unit Plan is below:

Reading Unit Plan: Year 4

Year Group:	Year 4	Book:	Anglo-Saxon Boy	Author:	Tony Bradman	Genre:	Historical adventure
Brief and rationale:	This unit immerses pupils in the world of Magnus and his family, set against the backdrop of Anglo-Saxon England. Through Tony Bradman's vivid storytelling, children will practise making inferences about character motives, predicting outcomes using clues from the text, and exploring rich historical vocabulary. The unit also draws attention to the author's use of grammar—such as expanded noun phrases and powerful verbs—which pupils will identify and use in their own writing. As part of the unit, children will also retell sections of the story to check their understanding and develop narrative skills.						
Essential skills & RATA Links:	<i>Identify themes and conventions in a wide range of books (R2.4.06)</i> VIPERS: Explain <i>Summarise and sequence main events from a narrative (R2.4.10)</i> VIPERS: Summarise / Sequence			<i>Compare characters and settings and identify key features (R2.4.02)</i> VIPERS: Explain / Inference <i>Draw inferences about characters' feelings, thoughts, and motives, justifying with evidence (R2.4.08)</i> VIPERS: Inference / Explain			
Grammar and Punctuation:	<ul style="list-style-type: none"> Expanded noun phrases: Use adjectives, prepositional phrases, and relative clauses to add detail (e.g., "the low autumn sunlight glinting off helmets and the blades of spears and axes"; "his brown hair hanging to his shoulders, his moustache thicker and longer than Hakon's, his cloak blood-red") Subordination: Use subordinating conjunctions (because, although, when, as, if, until) to link ideas and add depth (e.g., "He waited until Hrothgar had gone to his bed, until only the lords who nightly guarded Heorot were left."; "Although he was generous too and a good father to his people...") Adverbs and adverbials: Use adverbs and fronted adverbials to describe how, when, or where actions happen (e.g., "Suddenly the sky darkened; "Just as the sun was rising over the hills,") 			Immersion Links	<ul style="list-style-type: none"> Various immersive links: Primary Anglo-Saxon village with interactive links; 360 AI generated Anglo-Saxon village for immersion; Google Maps 360 to show environments of Scandinavia; Fly-through "Skyrim" of Anglo-Saxon village. 		
Links to previous books:	Y3: The Iron Man Genre device: suspense & reveal. Both books feature a young protagonist facing danger and uncertainty. Compare how Magnus and the Iron Man's Hogarth show bravery and resourcefulness in the face of threat.		Y3: Escape from Pompeii Historical disaster & atmosphere. Both texts use vivid description to build tension and place the reader in the heart of dramatic historical events. Pupils can compare how settings and danger are described, primarily through adverb and verb choices.		Y2: The Bakers Boy and The Great Fire of London Historical event: Both stories explore how children experience historical events and the importance of family. Compare how Magnus and the Baker's Boy respond to crisis. Children could also spot similarities in language as both are written by Bradman.		
Optional short writing outcome(s)	Narrative Extension: Children write a new scene for <i>Anglo-Saxon Boy</i> , such as Magnus preparing for battle, receiving a secret message, or a tense conversation with his father. Encourage use of expanded noun phrases, powerful verbs, and dialogue, drawing on the style and vocabulary of the text. Retelling for Understanding: Retell a chosen section of the story (e.g., the shield-wall scene or Magnus's return home) in your own words, focusing on sequencing the main events and showing understanding of character motives. Use expanded noun phrases and adverbials to add detail, and include some direct speech or internal thought to show how Magnus or another character is feeling. Avoid copying lines from the book—summarise the action and emotions, making sure the retelling is clear and captures the key points.						

Teachers will then use the English Teaching Sequence document to plan their series of lessons, normally between 12 and 15 sessions. This is shown below:





A more detailed version of the teaching sequence, which explains all the separate sections, can be found here: [Newfield Park English Teaching Sequence](#)

Finally, teachers edit and amend the Reading and Writing Unit Plans to ensure they use our S-CAT Essential Skills (in Reading and Writing) to ensure full coverage of all National Curriculum objectives throughout the year. This is collated through our assessment system (accessible internally via Arbor) to ensure all objectives are covered and children are assessed these specific areas. Where gaps or concerns are identified, essential skills will be subsequently replanned and revisited in subsequent units. An example of these essential skills (Year 3 – Writing) can be found below:

WRITING Key Stage 2 Year 3

23 Skills 13 Essential Skills

	Strand	Objective
	Spelling	Use some prefixes and suffixes and understand how to add them (English Appendix 1). ↳ GD objective: Use a range of prefixes and suffixes and understand how to add them independently (English Appendix 1).
W2.3.01	Spelling	Spell some homophones in their writing correctly. E.g hear / here and threw / through ↳ GD objective: Spelling is generally accurate for the Year 3 / 4 word lists and they can spell some homophones confidently, using them in context in their work.
	Spelling	Spell some words that are often misspelt (English Appendix 1). ↳ GD objective: Spell a range of words that are often misspelt (English Appendix 1), using them in their writing.
W2.3.02	Spelling	Use apostrophes for singular possession accurately and use apostrophes for contractions ↳ GD objective: Use apostrophes for possession in words with regular plurals [for example: girls', boys'] and in words with irregular plurals [for example: children's] and use it regularly in their writing.
	Spelling	Use the first two letters of a word to check its spelling in a dictionary. ↳ GD objective: Use the first two letters of a word to check its spelling in a dictionary as part of their own routine.
W2.3.03	Handwriting	Begin to use joined handwriting throughout independent writing. ↳ GD objective: Handwriting is neat, legible with evidence of joining
	Composition	Plan using similar writing and learn from its structure, vocabulary and grammar. ↳ GD objective: Pupils draw on their reading to inform their writing independently
W2.3.04	Composition	Plan their writing by beginning to discuss and record ideas. ↳ GD objective: Writing is carefully planned. Narratives are well structured and have a clear ending which directly relates to the beginning..
	Composition	Compose and rehearse simple sentence structures orally (including dialogue). ↳ GD objective: Draft and write by autonomously composing and rehearsing simple sentence structures orally (including dialogue).
W2.3.05	Composition	Organise simple paragraphs around a theme with support. ↳ GD objective: Paragraphing clearly shows the difference between different events or information.



Approach to Reading

Reading at Newfield follows the three strands below:

Whole-class reading

- *Class books used throughout the year. Between 4 and 6 texts a year, dependent on year group, linked to topic where possible.*
- *Age-appropriate texts used, linked either to expected book bands, reading spine suggestions e.g. *Pie Corbett* or by *Lexille Count*. Our Whole-Class book list can be found on the website.*
- *Books are used for class reading as well as English work.*
- *A range of authors to ensure coverage of different writing styles.*
- *Grammar, punctuation and spelling tasks taken from class book when appropriate.*
- *Children will have the opportunity to read, or be read to, every day.*
- *All children are aware of what a teacher is reading, with reading celebrated in the classroom*
- *Longer novels are combined with shorted text "extracts" to ensure variety of literature in length, genre and level of challenge.*

Shared reading

- *Guided reading is used in Key Stage 1 and for specific groups in Year 3. Texts are age appropriate and deliberately from a range of genres. A focus on fluency is the key driver of all sessions to begin with.*
- *Read Aloud Think Aloud (RATA) is a research-based approach to shared reading and is used in Years 3 to 6. It offers children the chance to study a text in detail as part of shared sessions, guided by the teacher. These sessions are based on re-reading, with short activities to ensure understanding.*
- *VIPERS are used for comprehension, based on the KS1 and KS2 content domains. Age appropriate texts are used with questions scaffolded and differentiated accordingly.*
- *Work evidenced in reading records, guided reading folders (KS1) and via use of VIPERS tasks in books.*
- *Age-appropriate, published texts are used for 'tests' to ensure rigor in assesment. QLA of NTS tests is done and subsequent lessons are used to remedy any misconceptions or areas for development.*

Individual reading

- *EYFS and Year 1 individual reading primarily based on phonics but are also exposed to other literature, to ensure children are using other strategies to decode words other than phonics.*
- *For children in Year 2 who passed the PSC, individual reading is normally based on book bands.*
- *Children's reading fluency is assessed via termly NTS tests (reading age), using Collins Reading Fluency tests (to check book bands) and through Running Reading Records conducted by the teacher.*
- *Reading for pleasure encouraged via a successful rewards system. Drop Everything and Read (DEAR) and various class/phase based systems. Staff also share what they are reading.*
- *Trained 'Superhero Readers' (volunteers) read with children across school throughout the week.*
- *Author visits to school are organised as regularly as possible and children are also offered the opportunity to visit the local secondary school to hear authors speak yearly.*



Reading for Pleasure

The school places reading at the heart of everything we do as a school. In line with this, we offer a variety of Reading for Pleasure opportunities and initiatives to children throughout school and we are always analysing how successful these are. A full list of the Reading for Pleasure initiatives can be found in a separate document here: [Reading for Pleasure at Newfield Park Primary Academy](#).



Approach to Phonics

At Newfield Park Primary Academy, we follow the *Little Wandle Letters and Sounds Revised* principles and practice of high quality phonics. This follows:

- Short daily phonics sessions for Nursery looking at the foundations for phonics focussing on:
 - Phonemic awareness
 - Tuning into sounds
 - Oral blending
 - Learning new rhymes and action rhymes
 - Sharing high quality stories and poems
- A sequence of 30 minute planned daily sessions for all children from the second week of Reception and throughout Key Stage 1.
- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
- Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using GPCs with fluency and accuracy.
- Consistent and regular use across all of Early Years of Little Wandle Foundations for Language

For more information regarding the teaching of phonics, please refer to our separate Phonics Guidance document which can be found here: [Newfield Park Phonics Guidance](#)

Approach to Writing (including Grammar and Punctuation)

Children have the opportunity to experience a wide range of genres and texts in every year; they support their work with a variety of resources, such as dictionaries, thesauruses, word banks and various 'Wave 1' interventions for specific pupils. Children use ICT in lessons where it enhances their learning and understanding, especially when used for editing and redrafting purposes. When it is possible, children's writing is linked to the curriculum or their class book to increase engagement and ensure children have content-rich knowledge to draw ideas from. Teachers are encouraged to use Visual Literacy (often via our interactive Portal) throughout the year to aid engagement and to ensure children have a content-rich understanding in order to write about the topic/genre they are studying.

We believe that pupils should be given the opportunity to write for purpose throughout the year. Teachers will plan six-eight different texts that will have some form of real purpose or audience to engage pupils and make them see why Writing is important; we call this Destination Writing.



Approach to Spelling

For most children in Year 2 and up, we use the Spelling Shed scheme to ensure that the teaching of spelling is rigorous and progresses year on year. Spellings are then woven into handwriting at the beginning of lessons to ensure that children are 'using' the spellings they are learning.

Spelling Shed uses the statutory word lists with lively, interactive sessions each week to ensure children are learning spelling patterns, not simply being 'given' weekly spellings. It aims to make spelling teaching fun and enjoyable through engaging activities that explore spellings in context for pupils.

Importantly, our Spelling Shed scheme has been adapted to ensure that we support children as they progress from phonics to a rigorous learning pathway that builds knowledge year on year. Our Spelling scheme is moderated in school (by the English and Phonics leads) to ensure that the progression from phonics into other spelling techniques and strategies is seamless and identifies issues quickly.

As noted, we also give children further opportunities in Key Stage 2 to "catch up" on their phonics. This is first done by identifying pupils who still have gaps in their phonics understanding using the Phonics Tracker programme. "Wave 1" interventions are used further up the school, in coordination with the SENDCo, to put specialised provision in for those who need additional support. We also continue to ensure books sent home are matched to a child's ability.

Approach to Grammar and Punctuation

As part of our long-term planning documents and subsequent Reading/Writing Unit Plans, grammar and punctuation are taught as part of the English teaching sequence, building on knowledge learnt in previous year groups. Grammar and Punctuation is taught as part of Writing lessons, Reading lessons and VIPERS reading tasks on a weekly basis. The requirements are split down into year group specific objectives and coverage and understanding is checked on a regular basis via use of Essential Skills in Arbor. As part of ongoing Writing Moderation (phase and SLT level) it is then checked to ensure that the skills taught have been applied independently in longer writing pieces. Teachers check recollection and understanding of grammar and punctuation through standard Assessment for Learning during the lesson but also in the administration of termly NTS tests which are then analysed to assess gaps in understanding.

Approach to Handwriting

Newfield Park uses Kinetic Letters to ensure good handwriting progression across school. Kinetic Letters is a handwriting programme for use in primary and secondary schools. Using four main threads of Making bodies stronger, Holding the pencil, Learning the letters, and Flow and fluency, it enables children to develop legible handwriting that is produced quickly and automatically. With the development of automaticity, handwriting becomes a valuable tool and not a hindrance to learning.

Approach to Speaking and Listening (Oracy)

Our approach to speaking and listening is directed by both our Reading/Writing Unit Plans and our “Six Steps to Oracy Success!”. After objectives and sequences of lessons have been planned, our “Six Steps” allow progression of speaking and listening skills throughout both key stages, empowering pupils to be confident speakers and respectful listeners by the time they leave Year 6. These “Six Steps” are written in “Child-speak” and deliberately keep the same six strands throughout school; the progression comes within the strands. Teachers use the Six Steps to help frame which areas of speaking and listening they wish to focus on during that topic with the skills becoming increasingly challenging. Below is the “Six Steps” wheel which shows the skills:



Additionally, we build in opportunities for children across school to regularly practise these. From discussions in classrooms between talking-pairs, to performing in front of 300 children as part of our weekly Newfield ParkCast Live assemblies, the Six Steps allow children to see progression in their speaking and listening.





Assessment, Moderation, Recording and Reporting

Teachers submit the assessment for a child in their class once every half term. Work is primarily assessed via work done in books but might also be through observation or use of tests. Teachers moderate their judgements at staff meetings, during PPA and with the English Subject Leader. Judgements are also moderated by SLT on a termly basis. Year 2 and Year 6 English work is also moderated at an inter-school level during the year, through various face-to-face sessions.

Teachers make their assessment of a child's learning using the Essential Skills via Arbor. These assessments ensure progression throughout the year with development points identified rigorously. They will revisit some objectives throughout the year, ensuring that children are able to *apply* their understanding of a concept.

Additional resources

Teachers make use of a variety of published resources at Newfield Park to engage pupils, increase challenge and vary learning. Some of these resources are listed below:

- ✓ NTS Assessments
- ✓ Spelling Shed
- ✓ Century Learning
- ✓ Cracking Comprehension
- ✓ Phonics Tracker
- ✓ Phonics Play
- ✓ Literacy Shed - specific use of DADWAVERS and VIPERS

Inclusion in English

At Newfield Park we believe every child has an equal right to a rounded education that allows them to achieve their full potential. All pupils, regardless of ability or background, should have the opportunity to fully develop their capabilities. We recognise that some of our children may have more than one area of significant need and that teaching and learning will need to be skilfully adapted to meet those needs. This may be accomplished by:

- Planning lessons to ensure that all tasks can be appropriately scaffolded or differentiated to accommodate children with SEND, ensuring that children with SEND can access the same, or similar, tasks as the rest of the class, in line with the curriculum.
- Using a wide range of Wave 1 teaching strategies – this may involve the use of additional equipment, thinking time, pre-teaching, using a study buddy, providing writing frames, using coloured overlays/print, breaking instructions down into chunks, visual timetables, setting clear goals or building relationships.
- Making reasonable adjustments so that pupils with physical difficulties can access any outdoor learning activities.
- Translating instructions and tasks as appropriate to accommodate children who have English as an additional language.
- Accounting for the needs of more-able and gifted children by making tasks more challenging, appealing to their problem solving, reasoning and critical thinking skills and creating appropriate extension activities.



Pupil Premium

Newfield Park is committed to addressing the additional needs of children who may come from disadvantaged backgrounds or who receive additional Pupil Premium funding. Staff understand the importance of quality teaching for all, identifying potential barriers for learning and exploring varied teaching methods and interventions to achieve the best outcomes.

Staff regularly use data to track and monitor progress and seek to engage parents in all areas of their child's learning. Strategies at the core of our practice include collaborative learning, high quality feedback, metacognition techniques, raising aspiration and the use of digital technologies.

Parental Involvement

The partnership between home and school is vital and we therefore encourage communication whenever realistically possible. The vast majority of key English documents are available on the website for parents throughout the year. As well as this, various specific documents are sent home yearly e.g. recommended book lists, reading for pleasure documents, handwriting advice.

Additionally, parent workshops for phonics, handwriting and reading are put in place yearly in Key Stage 1. Focus days across the year in other year groups also allow parents to discuss issues with teachers regarding English. Key targets and development points are communicated with parents throughout the year, as well as at Parents Evenings.

A bespoke Reading Newsletter is created monthly by staff and children which is sent home to all parents in school and has proven popular. An example of this can be found here:
<https://www.newfieldpark.co.uk/wp-content/uploads/2025/08/Reading-Newsletter-September-2025.pdf>

Safeguarding

Newfield Park is committed to providing an environment where all stakeholders feel safe. Children are encouraged at all times to share any worries and concerns that they may have and know who to approach if they feel unsafe. Through varied teaching and learning experiences children learn how to keep themselves safe as part of our broad and balanced curriculum. Any field work, trips or residential undergo thorough Risk Assessments to ensure that all experiences are safe for our children.

If, during the course of a lesson, the teacher becomes aware of any child protection concern, or a child makes a disclosure of such a concern, they will immediately log this on the CPOMS system and follow the school's wider safeguarding policy.



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