English

Date	Review Date	Subject Leader	Nominated Governor
November 2026	**November 2027**	**Huw Foulkes**	**Miss Paula Caine**

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils((England) Regulations 2000
- Education Act 2003
- Equality Act 2010

The following documentation is also related to this policy:

- Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2 (Qualifications and Curriculum Authority 2002)
- National Curriculum in England: English programmes of study (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We believe English has a 'pre-eminent place in education and in society. 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. 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.' (The National Curriculum in England Framework Document (DfE) 2014)

Our well-balanced curriculum promotes the spiritual, moral, cultural and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of later life. We will develop pupils' spoken language, reading and writing in all subjects.

We strive to provide a curriculum that all pupils will find enjoyable with them understanding the relevance of their lessons. The texts we use to base our learning from are so much more than a story, they help children learn about the world and important themes that help them as they develop and grow into adults.

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We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

To ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic
- conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening
- demonstrating to others and participating in debate.

Objectives

- To ensure teaching and learning in school supports the development of writing, reading, speaking and listening skills in pupils, ensuring all pupils achieve their full potential according to their ages and abilities.
- To ensure the school's teaching staff is highly trained and consists of committed teachers who have the expertise to develop the potential of all pupils.
- To provide a rich and varied curriculum that will stimulate and interest all pupils.
- To ensure teaching styles and methods vary to suit pupils' differing learning styles and abilities.
- To provide resources for all pupils that will support effective learning and teaching.

- To ensure leadership and management structures within the school support the implementation of these objectives.

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Roles and Responsibility for the Policy

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be responsible for the curriculum leadership of English;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring compliance with the legal requirements of the National Curriculum;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all linked policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in:

  - ☐ determining this policy with the Governing Body;
  - ☐ discussing improvements to this policy during the school year;
  - ☐ organising surveys to gauge the thoughts of all pupils;
  - ☐ reviewing the effectiveness of this policy with the Governing Body

- nominated a link governor to:

  - ☐ visit the school regularly;
  - ☐ work closely with the Headteacher and the subject leader;
  - ☐ ensure this policy and other linked policies are up to date;
  - ☐ ensure that everyone connected with the school is aware of this policy;
  - ☐ attend training related to this policy;
  - ☐ report to the Governing Body every term;
  - ☐ annually report to the Governing Body on the success and development of this policy.

- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The Headteacher will:

- work closely with the curriculum leader, subject leaders and the link governor;
- ensure compliance with the legal requirements of the National Curriculum;
- consider disapplying a pupil from all or part of the National Curriculum for a period of time if this will benefit the child;

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- encourage parents to take an active role in curriculum development;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by;

  - ☐ observing teaching and learning
  - ☐ planning scrutinies and work trawls
  - ☐ discussions with pupils and members of the school council

- annually report to the Governing Body on the success and development of this policy

Role of the Subject Leader

The Subject Leader will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher, curriculum leader, the nominated governor and SENCO;
- promote the teaching of numeracy and literacy within all subjects;
- be accountable for standards in this subject area;
- monitor standards by:

  - ☐ auditing the subject area
  - ☐ review of the scheme of work
  - ☐ monitoring teachers planning
  - ☐ lesson observations
  - ☐ scrutinising children's work
  - ☐ discussions with pupils

- ensure continuity and progression throughout the school;
- devise a subject improvement plan;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- attend appropriate and relevant INSET;
- keep up to date with new developments;
- undertake an annual audit and stock take of resources;
- purchase new resources when required and in preparation for the new academic year;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy.

Role of Teachers

Teachers will:

- comply with all aspects of this policy;
- work closely with the subject leader to develop this policy;
- devise medium and short term planning;

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- develop pupils' spoken language, reading, writing and vocabulary in all subjects;
- plan and deliver good to outstanding lessons;
- plan differentiated lessons which are interactive, engaging, of a good pace and have a three part structure;
- have high expectations for all children and will provide work that will extend them;
- assess, record and report on the development, progress and attainment of pupils;
- achieve high standards;
- celebrate the success of pupils in lessons

Role of Pupils

Pupils will:

- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be encouraged to take an active role in the life of the school by attending:

  - ☐ parents and open evenings
  - ☐ parent-teacher consultations
  - ☐ curriculum development workshops

- be encouraged to work in school as volunteers;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- expect their child to hand in homework on time;
- join the school in celebrating success of their child's learning.

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Policy Procedure

Spoken Language

We need to:

- continue to develop pupils' confidence and competence in spoken language;
- develop in pupils their understanding of books and other reading material;
- demonstrate to them how to prepare their ideas before they write;
- explain to pupils ways of thinking clearly to themselves and to others;
- develop pupils, confidence in using discussion and debate as a means to probing and remedying their misconceptions

Reading

We need to develop pupils' competence in the study of Word Reading and Comprehension.

Word Reading

Phonics will be taught to beginners when they start school and to those pupils in key stage one. Some children in year 3 will still have phonics if they need it. Regular one to one reading takes places for identified children. All children have reading time in class.

Comprehension (both listening and reading)

Comprehension skills will be developed by:

- high quality discussion with the teacher;
- reading and discussion of stories, poems and non-fiction across the curriculum;
- encouraging pupils to read widely both fiction and non-fiction;
- establishing an appreciation and love for reading by sharing a wide variety of texts
- CUSP reading will take place daily and every child will take part.
- Weekly taught comprehension lessons will take place where a skill is taught. This lesson related to the class text or theme.

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Writing

We need to develop pupils' competence in Transcription (spelling and handwriting) and Composition (articulating ideas and structuring them in speech and writing).

Composition (articulating ideas and structuring them in speech and writing) will be developed by teaching pupils how to:

- plan, revise, and evaluate their writing;
- write down their ideas fluently by spelling quickly and accurately;
- articulate and communicate ideas;
- organise ideas coherently for a reader

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Transcription (spelling and handwriting) will be developed by teaching pupils how to spell quickly and accurately by:

- knowing the relationship between sounds and letters (phonics)
- From year 2 upwards children will take part in the spelling mastery program where they will learn how to understanding word structure and develop understanding the spelling structure of words.
- Children will have taught handwriting sessions daily following the progression map to work on certain joins at certain times.

Agreed Procedure within Literacy

- Each literacy lesson will begin with a grammar starter. The week's starters will follow the mastery style, picking one concept and visiting this in different ways each day.
- All literacy lessons will follow a text based approach.
- Write away intervention will take place every week (year 2 upwards) A slip will be glued into book to show this has taken place.
- Shared/guided/overwriting takes place when appropriate.
- KS2 will use their jotters for first drafts of writing, this allows easy editing from feedback as they write.
- Fresh eyes used the day after a piece of writing. Children use purple pens for editing.
- When evaluating writing use peer as well as self assessment.
- Yellow highlighters are used to highlight text during a comprehension.
- A front cover is used to begin a unit of work. This will show the text the children are reading as a class
- Daily spellings year 2 upwards.
- CUSP reading takes place daily, the class may be split into 2 groups to support all abilities
- First page in Big write books is the last piece of writing from the previous year.
- 'Big write' takes place every fortnight.
- Tickled pink used to what the children have done well.

Teaching and Learning Style

We use a variety of teaching and learning styles in order to develop children's knowledge, skills and understanding.

Curriculum Planning and Organisation

Teachers collaborate on the planning of the subject to ensure parity in provision and to share expertise. Curriculum planning is managed in two phases namely:

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Medium Term Planning

- organises the subject into termly or half-termly sections
- all work is planned around a quality text.
- is more detailed and the objectives are more specific in nature
- is developed by the teachers, who respond to the needs of their pupils
- ensures a balanced distribution of work is undertaken across each term
- shows the grammar that fits with the unit

Short Term Planning

- details the subject curriculum over the week
- plans lessons in detail with specific class objectives
- all lesson are planned around the class text and writing is given a purpose.
- outlines the grammar starter for each day.

Links with ICT

The use of information and communication technology will promote, enhance and support the teaching of this subject area.

Inclusion

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We aim to provide places for all pupils who express a preference to join this school.

We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- from both sexes;
- who have Special Educational Needs;
- who are looked after;
- from minority faiths, ethnicities, travelers, asylum seekers, refugees;
- who are gifted and talented;
- who are at risk of disaffection;
- who are young carers;
- who are sick;
- who have behavioural, emotional and social needs;
- from families who are under stress

We believe we have a duty to ensure that all children have equal rights to the opportunities offered by education and that all children will be encouraged to fulfil their potential in their academic, physical and creative achievements.

We want to give all children the right to access high quality educational experiences, to take part in a broad and balanced curriculum and to be part of the social life of the school.

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We recognise that within the school we have more able, gifted and talented children. We believe that:

- more able children demonstrate a higher ability than average for the class and often require differentiated expectations and opportunities to learn through challenges;
- gifted children are those who have the ability to do well in more than one subject;
- talented children demonstrate an innate talent or skill in creative, cultural or sporting fields

We have an even great obligation to plan and deliver well-structured lessons with appropriate assessment plus ambitious targets for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.

Also, we have a duty to cater for pupils whose first language is not English by planning teaching opportunities to help them develop their English and to gain full access to the National Curriculum.

Differentiation

Differentiation is best defined as 'the process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning.' (Geoff Petty)

The main purpose of differentiation is to challenge and raise standards of learning by ensuring that curriculum objectives are accessible to all our children despite their backgrounds or abilities. We see differentiation as a form of integration and not exclusion.

Differentiation must reflect the learning objective and can be achieved in a variety of ways either by task, by support or by outcome and should be chosen by fitness for purpose.

The main feature of effective differentiation is good planning resulting in effective teaching and learning with children making good progress. Also we expect to see in all classes interested well motivated children responding to challenges, children working productively on task and being aware of their own progression.

Special Educational Needs

We want pupils with identified special educational needs to have full access to all subjects of the National Curriculum with teachers planning lessons that have no barriers to pupils achieving and with appropriate targets relating to the subject.

Assessment for Learning

Teachers will:

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- carry out continuous assessment;
- use short-term assessments matched to the teaching objectives to adjust their planning;
- carry out medium-term assessments to measure progress against key objectives to adjust planning;
- carry out long-term assessment to assess progress against school and national targets;
- administer national tests and assessment in Y6;
- carry out tests at the end of each term;
- use long-term assessments to help them plan for the next academic year;
- inform parents and carers of their child's progress and targets

Monitoring and Review of the Subject

Monitoring of standards of children's work and the quality of teaching is the responsibility of the subject coordinator supported by the Headteacher and the SLT.

Standards will be monitored by:

- ☐ looking at pupils work
- ☐ subject observations
- ☐ pupil discussions
- ☐ audit of subjects
- ☐ scrutiny of planning
- ☐ general curriculum discussions

Contribution of the Subject to other Areas of the Curriculum

English is linked to all curriculum areas.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- School Handbook/Prospectus;
- School website;
- Staff Handbook;
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- School events;
- Meetings with school personnel;

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- Annual report to parents;
- Headteacher reports to the Governing Body;
- Information displays in the main school entrance;

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
  - ☐ Curriculum
  - ☐ Teaching and learning
  - ☐ Planning
  - ☐ Differentiation
  - ☐ Assessment
  - ☐ Monitoring and Evaluation
  - ☐ Special Educational Needs
  - ☐ Academically More Able, Gifted and Talented Pupils
  - ☐ Key skills
- receive periodic training so that they are kept up to date with new information

Headteacher:		**Date:**	06/11/26
Chair of Governing Body:		**Date:**	06/11/26

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