



English Policy

School Values

At our school, our English curriculum reflects and supports our shared values:

- **Caring about Togetherness** – We build a community of readers and writers where collaboration, dialogue, and shared experiences with texts promote empathy and belonging.
- **Thriving on Difference** – We celebrate diverse voices in literature and ensure every child sees themselves represented, valuing all contributions in speaking, listening, reading and writing.
- **Being Passionate About Learning** – We foster curiosity and encourage children to see language as a powerful tool to explore, understand, and shape the world around them.
- **Being Inspired to Grow** – We provide a language-rich environment where children’s ideas, vocabulary and confidence flourish through purposeful, meaningful English learning.

Aims

Our English curriculum aims to:

- Develop fluent, confident readers with a lifelong love of books and literature.
- Enable all children to express themselves clearly and creatively in speech and writing.
- Provide systematic, high-quality phonics instruction to ensure strong early reading skills.
- Equip children with a secure understanding of grammar, punctuation and spelling.
- Offer a rich, literature-based curriculum that inspires and supports cross-curricular learning.
- Promote high standards of language and literacy through inclusive, engaging practice.

Intent

Our English provision is driven by our belief that **reading is the key to the curriculum**. Books are at the heart of our teaching, inspiring writing and deepening knowledge in every subject. Through our curriculum, we intend for all children to:

- Develop secure phonological knowledge through **Little Wandle Letters and Sounds Revised** taught with fidelity from EYFS to KS1, and used as an intervention in KS2.
- Become strategic, independent readers through a **structured guided reading approach in KS2**, underpinned by the **Reading Gems** content domains.
- Experience the joy of reading through high-quality, diverse literature and consistent promotion of **reading for pleasure**.

- Master the craft of writing through a **progressive writing process**, using picture books as inspiration and WAGOLLs (What A Good One Looks Like) to model expectations.
- Build oracy skills through purposeful **speaking and listening opportunities**, including storytelling, discussion, debate and performance.
- Receive consistent exposure to **rich vocabulary**, spoken and written, across all subjects and stages.

Implementation

Phonics and Early Reading

- We follow **Little Wandle Letters and Sounds Revised** with consistency and fidelity across EYFS and KS1.
- Children are taught daily phonics sessions, alongside decodable reading books aligned to their current phonics phase.
- **Regular assessment** ensures children keep up, not catch up, with **daily keep-up sessions** and **targeted interventions** where needed.
- In KS2, pupils requiring further support in phonics receive intervention using the **Little Wandle Rapid Catch-Up programme**.

"Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading." – EEF

Guided Reading in KS2

Guided reading follows a **five-day structure** to explicitly teach reading strategies and deepen comprehension:

1. **Pre-read and vocabulary exploration** – Children encounter new vocabulary and read the text independently or in pairs.
2. **Modelled questioning** – Teachers model how to answer questions linked to specific **Reading Gems** domains.
3. **Independent comprehension** – Pupils answer targeted questions using evidence from the text.
4. **Book talk** – Class discussions centre on themes, characters, author's intent and opinions.
5. **Response or extension task** – Deepen understanding through drama, writing or comparison with other texts.

Reading for Pleasure

Reading for enjoyment is a cornerstone of our provision. We promote it by:

- Providing **welcoming class book corners** filled with a variety of texts, genres and authors.
- Creating an **inspirational school library**, redesigned as a sanctuary for reading.
- Using **Reading Cloud** to manage the library and support children in book recommendations, tracking and reviews. Every child has a personal account.
- Weekly **library slots** for every class, with open access beyond scheduled times.
- Hosting **book clubs, author visits and themed reading weeks** to ignite interest.
- Appointing **Year 6 librarians** as ambassadors of reading across the school.

"Reading for pleasure is the single most important indicator of a child's future success." – OECD (2011)
"Children who read for pleasure make more progress in vocabulary, spelling and maths than those who

rarely read." – EEF (2018)

"The will to read influences the skill and vice versa." – Teresa Cremin, *Reading for Pleasure*

Writing

Writing is built around a core **picture book** each half term to ensure depth, creativity and cohesion. Each unit follows this consistent sequence:

1. **WAGOLL Analysis** – Children explore an example of the text type to identify structure, features and tone.
2. **Grammar Focus** – Explicit grammar teaching linked to the text type.
3. **Planning** – Pupils plan ideas using scaffolds such as boxing up, story maps or timelines.
4. **Talk the Text** – Oral rehearsal and retelling to embed language and structure.
5. **Drafting and Editing** – Pupils write their pieces, followed by structured editing using success criteria and peer feedback.
6. **Publishing** – Each child selects a favourite piece to publish in their **Celebration Book** every half term.

"Effective writing instruction integrates the teaching of transcription, sentence construction, text structure, and composition." – DfE Reading Framework (2023)

Speaking and Listening

Oracy is interwoven throughout the curriculum. Opportunities include:

- **Talk partners** in every lesson to practise and refine ideas.
- **Drama and role-play**, particularly in reading and writing lessons.
- **Class debates and discussions** around books, ideas and themes.
- **Performances**, including poetry recitals, storytelling and assemblies.
- **Vocabulary instruction** focusing on understanding and using ambitious, subject-specific words.

"High-quality talk supports the development of thinking and reasoning, and helps children make sense of their learning." – EEF Oral Language Interventions (2021)

Impact

Our children:

- Become **confident, fluent readers** who enjoy reading widely and often.
- Develop a **love of books** and can discuss preferences and recommend texts.
- Achieve **strong outcomes in phonics**, reading and writing.
- Write with **clarity, creativity and purpose** for a range of audiences and forms.
- Can articulate their ideas clearly and listen with respect to others.
- See themselves as readers, writers and communicators in every subject.

Assessment strategies include:

- Ongoing **teacher assessment** against National Curriculum and school progression frameworks.
- **Phonics assessment** (Little Wandle) every 6 weeks to inform teaching.
- **Guided reading records** and comprehension tracking in KS2.
- Regular **moderation of writing**, both internally and externally.
- **Pupil voice and engagement** in reading for pleasure and library usage.

Monitoring and Evaluation

The English Lead monitors implementation and outcomes through:

- Lesson observations, learning walks and book looks.
- Data analysis from phonics, reading and writing assessments.
- Pupil and staff voice.
- Review of reading and library engagement through Reading Cloud.
- Support and CPD tailored to staff needs and emerging priorities.

Conclusion

This English policy sets out a clear, research-informed approach to English, grounded in a love of books, strong pedagogical practice, and high expectations. It is aligned with our vision of a caring, inclusive school community where every child is empowered to thrive through language and literacy.

Updated July 2025