



Farley Hill Primary School

English Policy

Responsibility of	Curriculum Committee
Date of Policy	November 2025
Date of Review	November 2026

Subject

English is a core subject within the National Curriculum.

We want all children to think like readers and writers and use language as a process by which they can express feelings, opinions, and experiences; where their ideas are communicated across the curriculum as well as in life situations. We create an ethos where pupils can have and achieve the highest aspirations.

Aims

To encourage each child to:-

1. Be able to use language effectively and to the best of their ability.
2. Be able to communicate clearly and to express ideas in a variety of ways.
3. Listen carefully in a variety of different contexts.
4. Gain the reading skills necessary to become an accurate, fluent, independent reader.
5. Be able to use different methods of writing for a variety of purposes and audiences.
6. Recognise and use a variety of genres.
7. Select appropriate grammar, punctuation and vocabulary.
8. Present work neatly and to the best of their ability.

Delivering the Curriculum

EYFS Curriculum

Teaching in Reception is delivered in accordance with the government's statutory document 'The Statutory Framework for the Early Years Foundation Stage' (September 2021). There are 7 Areas of Learning and Development which address children's physical, cognitive, linguistic, social and emotional development. No one aspect of development stands in isolation from the others as all Areas of Learning and Development are all closely interlinked. (See the Early Years Policy

document for more detailed information.) The English curriculum links to the Prime Area of Communication and Language, Physical Development (fine motor control) and the Specific Area of Literacy. In Reception children are given opportunities to:

- *speak and listen and represent ideas in their activities;*
- *use communication, language and literacy in every part of the curriculum;*
- *become immersed in an environment rich in print and possibilities for communication.*

KS1 and KS2 National Curriculum

English is based on and around the 2014 National Curriculum. English is taught using a cross-curricular approach, wherever possible, linking learning objectives to the schools integrated curriculum. The school teaches word, sentence and text level objectives throughout the week through both discrete lessons and integrated activities. (Please see curriculum coverage for each year group on the Learning Platform.)

Children are taught spelling and handwriting through separate lessons as well; these are taught in line with the schools' phonics, spelling and handwriting policies. Our children follow the Little Wandle Synthetic Phonics Scheme (EYFS – KS1), in Year 2 children use Pathways to Spelling (Little Wandle) and from Year 3-6 we follow the Spelling Shed Scheme.

Oracy is a key focus in school and we follow the Voice 21 framework. Children are encouraged to develop confidence and clarity in speaking and listening through such activities as drama, presentation, debating, news time and circle times.

Children record their work using a variety of methods e.g. workbooks, presentations, recordings, film, digitally, publication of their own books.

At home, parents are encouraged to work with their children on a variety of literacy activities. We believe it is important that parents are aware of the skills they are reinforcing. Parents are informed of these skills through 'Meet the teacher' evenings and a Reading Evening for EYFS parents, parent evenings, English meetings/workshops, home learning of reading and weekly spellings, ongoing communication between teachers and parents, English workshops and the year group yearly overview (on the Learning Platform).

The Teaching of Reading

It is the aim of the school that all children become confident and independent readers, displaying high levels of enjoyment, understanding and comprehension of a range of texts.

Reading is closely linked to writing and spelling and therefore these skills are developed together as well as discretely. Children are given the opportunity to explore a wide range of reading materials in school, including fiction and non-fiction, digitally, newspapers and magazines where they learn about the role of language in these different genres. In KS1 Guided reading sessions are carried out weekly and beginning in Year 2 whole class reading comprehension sessions following the Comprehension Crusher resources from Grammarsaurus. These continue on alternate weeks in Years 3-6 complemented by lessons based around Jane Considine's Unit Plan. This combination provides the children with exposure to high quality texts, a range of text types and a variety of skills needed to be successful readers who can make sense of and understand what they read.

The school follows the Little Wandle books from Big Cat Collins which are phonetically decodable. This is supplemented by Oxford Reading Tree scheme once the children have completed all the phases of Little Wandle. Books are clearly book banded and organised into coloured boxes for each band. Each child on the Little Wandle scheme or ORT has an individual reading record which is

used to record their progress and as a means of communicating between home and school.

Once the children reach Topaz and become proficient readers, they are classed as 'free readers' and can choose their own reading book from the library (monitored by the teachers/TAs).

All children in KS2 complete a reading homework each half term. They record the books they have read in the back of their home learning books.

Whole School Reading

Library:

The school has a fiction and non-fiction library which is used by classes on a weekly basis in a timetabled session. The children are also able to use the library for classroom research. Each classroom has its own library/reading corner for children to use as well.

Reading for pleasure:

All classes choose a book as their class reader and adults in the class aim to read aloud to the children in a class story time everyday where possible. High quality texts are also chosen to read and used as writing stimulus within English lessons. We have a class buddy system in place where the older children go and read with the younger children. As end outcomes in writing, children are also given the opportunity to read their work to other year groups, creating a real audience for their writing.

English Events:

The school runs a book fair once a year as well as regular events to promote reading, including: visiting or online authors and poets, links with Wokingham Library, World Book Day celebrations, whole school story times, reading stories in assembly.

The Teaching of Writing

It is the aim of the school that children leave as confident and independent writers, able to write for a range of audiences and purposes and to develop the stamina to write at length. It is recognised that writing is a complex craft, consisting of a range of skills, including composition, grammar, punctuation, spelling and handwriting. We encourage this by immersing them in high quality literature and engaging them in meaningful first-hand experiences.

Our provision for writing:

- We teach spelling and phonics in a systematically explicit way, using the "The Little Wandle synthetic phonics programme (EYFS/KS1) and the 'Spelling Shed Scheme (Years 3-6).
- We teach children to form letters correctly and confidently through frequent and explicit, direct teaching. Once the children can form letters correctly, we teach cursive joined handwriting, to increase their fluency and to support spelling. (*See Handwriting Policy*)
- We teach grammar as a specific part of the English lesson, or as an additional lesson, where necessary.
- We correct grammatical error orally/ written work (where appropriate) (*See Marking Policy*)
- We use high quality texts, modelling and shared/ collaborative writing to demonstrate good Practice (*WAGOLLS – What a Good One Looks Like*)
- We encourage and promote oracy to support writing wherever possible.

- We make use of scaffolding and writing frames to provide support, where appropriate.
- We follow the writing process to provide time for exploring the text type, planning, writing, editing and revising children's work
- In KS1 we use success criteria checklists for pupils to self-assess or peer assess, when appropriate, so that they can evaluate effectively. In KS2 we co-create/share success criteria with the children.
- We provide support for pupils with learning and motor difficulties.
- We use interventions as needed

Whole School Writing

Children share their writing by displaying it in the classroom or throughout the school, writing for another class, as part of their end of unit purpose, or reading it to other classes or in assemblies. All units have a text type, audience and purpose (TAP). The school encourages writing competitions where children can show off their flair in writing if they choose to do so. Writing is also celebrated through the Unicorn Award in celebration assembly.

Resources

Many resources are available to all teachers to support teaching a variety of genres. The fiction and non-fiction library is well stocked and updated regularly and readily available to the children. Children are encouraged to bring items of interest into school to support learning. Educational trips or expert visitors are organised to enhance the learning for the children.

Assessment

Children are assessed according to what they know and can do related to the National Curriculum. Teachers continually monitor, assess and make judgement about children's learning. Formal assessments in Reading and Writing are carried out termly. (Please refer to Assessment Policy and Marking and Feedback Policy.) Children identified as exceeding/more able in English are put onto the MA, G & T register and monitored.

Monitoring

English is monitored regularly through:-

- a) Observation - Headteacher
subject leader
curriculum governor/governors
- b) Colleagues working alongside each other through coaching, staff meetings, learning walks and other collaborative work.
- c) Use of assessment for learning (AfL) and assessing pupil progress (APP).
- d) Teacher assessment/SATs/NFER Tests/EYFS Profile.
- e) Evaluation of planning, assessment and record keeping folders.
- f) Whole staff moderation meetings (including with other school in out cluster)

- g) Regular book scrutiny carried out by SLT.
- h) Pupil interviews are carried out during the year.

Health and Safety

All trips and visitors are risk assessed. Safety is the direct responsibility of the class teacher.

Equal Opportunities

All aspects of English will be accessible to all children, irrespective of their ethnic background, gender, disability, religious or linguistic background.

We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those who are more able, those with special gifts and talents and the children who are learning English as an additional language. We take all reasonable steps to achieve this, for further details see separate policies: Inclusion, More Able, Gifted and Talented.