



English Policy

Date	Review Date	Coordinator	Nominated Governor
September 2025	September 2026	LW	Teaching and learning

Aims

The aims of English are:

- to enable children to speak clearly and audibly in ways which take account of their listeners;
- to encourage children to listen with concentration in order to be able to identify the main points of what they have heard;
- to enable children to adapt their speech to a wide range of circumstances and demands;
- to develop children's abilities to reflect on their own and others' contributions and the language used;
- to enable children to evaluate their own and others' contributions through a range of drama activities;
- to actively promote 'Reading for Pleasure';
- to develop confident, independent readers through an appropriate focus on word, sentence and text-level knowledge;
- to encourage children to become enthusiastic and reflective readers through contact with challenging and lengthy texts;
- to help children enjoy writing and recognise its value;
- to enable children to write with accuracy and meaning in narrative and non-fiction;
- to increase the children's ability to use planning, drafting and editing to improve their work. Purple polishing pens are used across the school for immediate editing and improvement of work.

Subject Organisation

In the Early Years provision is delivered through communication, language and literacy in line with Early Years requirements.

From Nursery to Year 6 English lessons are taught using strategies from Jane Considine's 'The Write Stuff'. The units of writing follow a specific sequence: Experience days, Sentence Stacking lessons and Independent writing. Children are challenged to 'Deepen the Moment' which requires them to independently draw upon previously learnt skills and apply them to their writing in that moment.

Opportunities for **writing** are planned for in foundation subjects and teachers plan for variation in style, purpose and length. Teachers will seek to take advantage of opportunities to make

cross curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. The opportunities to use computing effectively to support teaching and learning in English will be planned for and used as appropriate.

Guided Reading takes place daily in all classes. This consists of whole class guided reading sessions, reading for pleasure and independent reading comprehension work. Teacher intervention for children who are not making expected progress is also planned for during these sessions. Further **reading** opportunities in paper texts and on screen are embedded in to themes of learning across the curriculum.

Story Time takes place daily in class with the text chosen primarily with the children's personal preferences in mind.

Reading Buddies (peer to peer reading scheme) takes place regularly but not simultaneously across the whole school.

Grammar Punctuation and Spelling is taught discretely, on a daily basis, from Years 2-6. This focuses on the requirements of the new curriculum. Statutory spellings lists are issued weekly to be practised at home.

Speaking and listening is embedded across the curriculum.

Phonics lessons are taught daily in Early Years and KS1 using the 'Little Wandle' programme. (Please see Phonics Policy).

Handwriting is initially taught non-cursive then from Year 2 cursive style is used children begin using pens in Year 3. Regular handwriting practise takes place in English books.

Salford Reading Age Children's reading age will be assessed on a termly basis using the standardised Salford Reading Test.

Assessment and Target Setting Work will be assessed in line with the assessment policy, the EYFS, the National Curriculum key performance indicators (KPIs) and Assessing Pupil Progress (APP) grids on Pupil Asset; PIRA will be used termly to assess pupil attainment.

- Short term assessments used to assess learning objectives on a daily basis
- Assessing Pupil Progress (APP)
- Encourage pupil self-assessment
- Pupil trackers, completed each half term
- Recorded Pupil Progress Meeting (PPM) with the SLT, each term
- Tailored intervention groups to support gaps in learning
- Individual Education Plans (IEPs) for English
- Long term assessments resulting from end of year Optional and National testing

Differentiation Teachers provide challenges for G&T children (particularly Deepening the Moment) as well as SEN provision. We aim to provide for all pupils so that they achieve as highly as they can in English according to their individual abilities. We will identify which groups or individual pupils are underachieving and take steps to improve their attainment. Teachers use the school tracking system to identify intervention as required. All pupils are provided with

equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or socio-economic status.

Monitoring and Review The subject leader is responsible for improving the standards of teaching and learning in English through monitoring and evaluating:

- Pupil progress
- Provision and quality of teaching
- Provision including intervention groups
- Quality of the learning environment
- Deployment of support staff
- Taking the lead in policy development
- Auditing and supporting colleagues in CPD
- Purchasing and organising resources
- Awareness of current developments/up to date knowledge
- Analysis of internal and external data

The subject coordinator will produce the action plan for English and this also identifies any additional factors for assessment and target setting.

Conclusion This policy is in line with other school policies and should be read alongside other relevant policies: