



English Policy

Policy date: Sept 25



Updated 17/07/2025

English Policy

1. Intent

At Ingol Community Primary School we strive for all our children to be 'Literate Pupils' We want our children to read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.

We want the children to understand a range of text types and be able to write in a variety of styles and forms appropriate to the situation. Our desire is for all children to have a love of reading and a desire to read for pleasure. We aim for children to have an interest in words and their meanings; developing a growing vocabulary in relation to grammatical terminology. All teachers aim for children to have an understanding of a range of text types.

Through language not only do we communicate our knowledge, ideas and feelings, but we also structure and make sense of our experiences. In this sense, language is a tool for both thinking and learning. We give all children the knowledge and skills to succeed in life by ensuring that our English curriculum is designed for all children.

We aim to develop pupils' abilities within an integrated programme of Speaking and Listening, Reading and Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught English skills.

2. Requirements

Requirements for the teaching and learning of English are laid out in the National Curriculum Document and in the Early Years Foundation Stage Guidelines

In EYFS

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively

Children should be given opportunities to meet the ELG's:

Communication and Language

Listening, attention and understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversations when engaged in back and forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories.



Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play

Word reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

At Key Stage One (Years 1 and 2) children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At Key Stage 2 (Years 3-6) children should learn to change the way they speak and write to suit different situations, audiences and purposes. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

3.Subject Organisation

EYFS

In Reception, children have daily discrete phonics lessons to allow them to gain skills required for reading, writing and communication to give them the foundations for future learning. Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities. They are immersed in books that they do work based around. As the children progress they access guided reading sessions in small groups. There are many CLL and L opportunities for the children daily.

Key Stage 1

In Key Stage 1 daily discrete phonics/spelling lessons continue and are taught to meet the needs of every pupil. Children have daily mixed ability English lessons with an emphasis on texts which engage and enthuse them. Grammar is taught daily to enable children to write and use grammar correctly within their written work. Reading is prioritised so that they can become confident readers. Children take part in both guided and individual reading sessions and have regular story times to develop a love of reading. English skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes, adapted class teaching and targeted teaching groups.



Key Stage 2

In Key Stage 2 children have daily Spelling and English lessons. Grammar skills are taught daily as part of their English lesson. The children have daily spelling sessions that are organised within their Year groups. Reading is a crucial part of learning and Guided reading takes place daily to enable children to read confidently, answer questions about what they have read and have a good understanding of books (fiction and non-fiction). English skills are developed across the curriculum and the previous skills are built upon. Provision is made for children who require extra support through targeted teaching; intervention programmes and adapted class teaching.

In all classes, work is adapted in order to give appropriate and challenging levels of work to allow every child to make progress. Weekly plans are put on display or in teachers files in each class so that Teaching Assistants can access them.

4. Approaches to Speaking and Listening

We recognise the importance of spoken language in pupils' development across the whole curriculum - spoken language underpins the development of reading and writing. Children are encouraged to develop effective communication skills in readiness for later life. We try to embed spoken language skills into our teaching of English lessons and encourage the children to read out their work.

At Ingol Community Primary, We teach and encourage pupils to:

- Express their thoughts, feelings and ideas for a range of purposes
- Speak to an audience with clarity and confidence.
- Listen carefully and respect what other pupils say.
- Understand the importance of co-operation.
- Express their ideas in dramatic form.
- Use Talk Partners to discuss work with others.
- Debate an issue with opinions and evaluate different viewpoints - justify answers, arguments and opinions
- speak audibly and fluently with an increasing command of Standard English
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

We teach speaking and listening through:

- Regular use of partner talk.
- Teaching co-operative learning skills.
- Allocating individuals to report the work of a group to the class.
- Praising good listening and good explaining.
- Drama activities such as hot seating and conscience alley.
- Regular assemblies and productions for children to take part in.
- Special visitors including story tellers and productions.
- asking relevant questions to extend their understanding and knowledge
- debates and discussions.



5. Approaches to Reading

We encourage children to read as much as possible and to read a range of fiction, non-fiction and poetry books. As a school we try to foster the love of reading and use a range of reading books to allow the children to access different types of books. We try to give the children skills to become confident, fluent and accurate with books that match their reading ability. For early readers, we have a range of decodable phonic books to match the phonic phases so that they are familiar with the phonemes in the books.

Teachers model reading strategies such as self-correcting, decoding and blending during shared reading sessions, whilst children have the opportunity to develop reading strategies and to discuss texts in detail during guided reading sessions. As the children move through the school, opportunities to read independently for a sustained period of time are afforded to them.

Teaching assistants support reading activities to ensure that children have more frequent opportunities to read with adults to develop their skills and fluency. Reading across the curriculum is also important to us and we try to do this in all curriculum areas to immerse them in reading as much as possible.

Daily Guided Reading is undertaken across the whole of KS1 and KS2. EYFS start to do this as soon as they are ready. Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books, i.e. 'World Book day, extreme reading, author visits.

In EYFS and Y1 children take home a book from the home readers books matched to the phonic learning they have focused on that week. We encourage the children to choose their own books whenever possible from the correct phonic phase so they are independent and choosing books of interest to them. In Y2 the children take home books matched to their reading ability to help them develop with the skills they have previously been taught. Each child has a home school reading record that teachers and parents can use to share information about a child's reading. Parents are encouraged to read with their child regularly.

In Key Stage 2 children choose books to take home and read at their ability level. We encourage all readers to share a book at home with their grown-ups. We believe that this not only helps to develop inferential skills, but also supports a lifelong love of reading. Throughout the Key Stage, children become more independent in recording what they have read and can answer a range of literal, deductive and inferential type questions.

6. Approaches to writing

In our school we aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader through a range of text types. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. Teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individuals, whilst children have opportunities to write at length in extended independent writing sessions at the end of each unit.



The children are given frequent opportunities in school to write in different contexts using quality texts as a model for a variety of purposes and audiences. Each year group ensure that coverage of text types are appropriate to their year group and ensure that they run aside the National Curriculum. They may be asked to produce their writing on their own or as part of group.

There are many opportunities for children to improve their writing inspired by drama techniques and film clips. When it is appropriate the children can use their computing skills for their written work. Interactive technology is used regularly to enhance the teaching of English.

Handwriting

We use the Kinetic Handwriting programme in school to help children develop fluent, clear and legible joined up writing. From Year 2-Year 6 we have also adopted the bubble writing technique to help improve the letter sizing and joining of letters using the Kinetic letters style. Pupils are taught pencil grip and basic letter formation in EYFS with an emphasis on forming each letter correctly. Pupils in KS1 have Handwriting practice daily and additional support is given to pupils who need help forming letters correctly. Children start to join their writing in Year Two and this continues to be taught throughout KS2.

We will strive to ensure all our pupils achieve are:

- Having fluent, legible and speedy handwriting that can be performed automatically, so that the attention of the brain is on the content of the writing.
- Having the stamina and skills to write at length, with accurate spelling and punctuation.
- Having competence in transcription (spelling and handwriting) and composition.
- Writing clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Having a comfortable and efficient pencil hold and working position.

Handwriting is of fundamental importance to educating our pupils. The mastery of automaticity in handwriting is therefore one of the key priorities. Handwriting is a physical activity that involves movement and recognition skills that need to be learned and become part of the automatic cognitive skill set of the pupil.

The key principles of the programme are:

- Building physical strength that underpins handwriting and concentration. This knowledge informs the working positions that children use for writing and the strengthening targets they work on.
- The different components of writing are mastered individually before being used in combination.
- Letters are learned as movements, not as visual shapes, and movement remains central to developing automaticity in letter formation, flow and fluency.
- Posture is important in developing the correct position for handwriting and so children are taught how to organise their working position and paper position to enable comfortable and fluent writing from the start.



- Correct pencil hold is taught from the start (ie as soon as a tri-pod grip is developmentally appropriate).

Reading and writing are reciprocal processes; strengthening handwriting skills will support reading and writing development as a whole.

Each thread of the handwriting approach builds up upon each other and allows the children to develop their writing. We link handwriting with each year groups spellings and as the children become confident with the letter formation, they start to use these within handwriting sessions.

Handwriting practice takes place in sessions that are outside English lessons, since handwriting underpins the majority of curriculum areas and is integral to self-esteem.

7. Grammar and Spelling

The teaching of Grammar and Spelling is in line with the requirements of The National Curriculum expectations. In KS1 and KS2 grammar is taught as part of the daily English lesson. Teachers also teach discrete grammar lessons to allow children opportunities to demonstrate their grammar skills.

We feel that to spell correctly is an essential life skill and all children are encouraged to use spelling strategies they have been taught to spell both familiar and unfamiliar words. When spelling becomes more automatic, pupils are able to concentrate on the content of their writing and the making of meaning. Whilst we note that spelling is not the most important aspect of writing, confidence in spelling can have a profound effect on the writer's self-image.

In EYFS and KS1, daily phonics is the key to the children's learning of spelling. This is taught using ELS and Pathways to spell (from Year 2). Children are taught to blend sounds to read and segment to spell. Children are encouraged to spell unfamiliar words phonetically and we do encourage plausible phonetical attempts on spelling. At the same time they learn words which are not phonically regular (common exception words).

From Year Two and into KS2 the children continue using their phonic knowledge to help them to understand spelling rules and patterns. They are taught spellings using the Pathways to spell spelling programme daily. Helping the children to understand how to use and apply known spelling patterns (and to develop strategies to tackle unfamiliar words) is the key to helping them to become successful spellers. Spellings are also embedded in English lessons and handwriting sessions to allow children to be as familiar as possible with the spelling of words.

8. Cross – Curricular English opportunities

All teachers will seek to take advantage of opportunities to make cross-curricular links whenever possible. They will plan for pupils to practice and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

9. Assessment and Target Setting

Children are assessed daily in an informal way and feedback is given verbally and through marking. Formative assessments for Grammar, Spelling and reading are carried out termly. Writing is assessed throughout the year with evidence of independent work being collated in an extended writing book alongside evidence from their English books.



Phonics is assessed half termly to ensure that the children are learning and retaining the required phonic knowledge. All work is assessed in line with the Assessment Policy.

Where children are in Year 1-6 but are not quite yet attaining National Curriculum levels, or need smaller steps PIVATS are used. SATs results are published in accordance with Government legislation.

10. Inclusion

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment in liaison with the SENCo. Children with EAL will be included in all lessons and work will be planned for accordingly to allow all children to achieve.

11. Equal Opportunities

All children are provided for with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. We believe in 'valuing what the child brings to school' and recognise the importance of supporting a child's first language, not only to foster self-esteem, but to assist in the learning of English.

12. Role of the Subject Leader

The Subject Leader is responsible for improving the standards of teaching and learning in English through ensuring that English is taught effectively across school. They will also ensure that teachers follow the marking and feedback policy to allow children to improve upon their English skills. Monitoring and evaluating of lessons, plans, working environment and books will be carried out regularly throughout the year. Within the role of Subject Leader they will be responsible for ensuring that they are up to date on current changes, policies and initiatives.

13. Parental Involvement

We aim to involve parents directly in the life of the school, and thus in the development of children's skills, knowledge and understanding in English. Parents are involved in hearing children read, and are encouraged to discuss books with them.

There are opportunities when parents can discuss their children's progress with their teacher both formally and informally. Half termly curriculum letters and English curriculum maps provide information about the English curriculum regarding what the children will be learning.

Parents are encouraged to read both with and to their children at home in order to promote reading.

Phonic and reading workshops take place on occasions throughout the year for the parents to attend to give them the insight of how we teach phonics and reading.

This policy should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Assessment Policy
- Marking policy
- Special Educational Needs Policy
- Equal Opportunities Policy



- Health and Safety Policy

14. Governors

Regular reports are made to the governors on the progress of English provision and to

Sylvia Dobson: English Governor.

English Subject Leader – Amanda Dalton

Reviewed July 2025 – A Dalton