



English Policy

Created/Revised:	December 2025
By:	N.Nixon
Review Details:	Updates/ minor changes
Review Date:	September 2026
Approved by Governing Body:	Review December 2026

English Policy

AIM

We aim to make our children competent and confident users of English. Through a balance of different teaching methods, we aim to help children acquire the skills they need to access all areas of the curriculum and equip them with the ability to communicate effectively in our society. These English skills will also be central to gaining employment and being modern, global citizens.

Objectives

Speaking and Listening

- Listen attentively, process and retain information and respond to questions.
- Speak confidently with intonation, clear diction, accurate grammar and style and regard for the listener.
- To learn to use language in imaginative ways and express their ideas and feelings when working 'in role' with others.

Reading

- To read a range of texts with increasing fluency, accuracy and understanding;
- To be confident in their use of phonological, contextual and grammatical knowledge;
- To make effective use of information and reference books;
- To be aware of a range of authors and genres and be able to voice opinions and preferences;
- To read aloud from a wide variety of texts with good expression and intonation;
- To read independently at their own level, for information, pleasure and relaxation.
- To infer using evidence from the text in Year groups from Y1-6.
- To read materials from a range of sources and styles to become a complete reader.
- To read as a reader (enjoying literature and good quality materials) but also to read as a writer, whereby ideas are analysed, 'magpied' and adapted.

Writing

- To communicate meaning confidently and effectively in both narrative and non-fiction genres;
- To understand the principles of punctuation in order to communicate meaning to others effectively;
- To develop their cognitive skills, imagination and personal expression through a range of writing tasks.
- To write confidently, in a style appropriate for the purpose, using clear language with accurate punctuation and grammar.
- To make progress along the continuum to becoming a competent speller using clear, neat and legible handwriting.
- To write across the curriculum with confidence, control and independence.

Content

Within school, the curriculum is delivered according to the guidance from the National Curriculum and covers all statutory requirements for reading and writing. Guidance is also followed from on-going DFE guidance on the development of English. The Foundation Stage follows guidance from the Early Years Foundation Stage (EYFS). The English objectives have been 'front loaded' to prioritise certain key strands that are relevant for our children's needs. At Village, we also view English as an integral aspect of every subject and where possible identify opportunities for cross curricular coverage. To keep cognitive load low, Village Primary believes that the starting points of writing should be relatable for the children and based on hands on learning in the first instance.

Differentiation

The teaching of English should be differentiated by task, outcome or support. Planning and delivery of learning should take into account the abilities of all pupils. Pupils with special educational needs have access to a structured, supported and intervention where appropriate.

Role of the Teacher

The teacher is responsible for:

- Delivering Quality First Teaching.
- Providing a good-quality English environment;
- Planning work with achievable objectives ensuring differentiation, rigour, continuity and progression;
- Ensuring that teaching time is effectively employed during the lesson;
- Fostering independence in the children;
- Continually monitoring and assessing children's attainment and progress in accordance with the schools assessment policy. This assessment is then used to assess the children through Target Tracker system.
- Liaison, management and supervision of teaching assistant support;
- Development of parental partnerships.

Role of the Subject Leader

The subject leader for English is responsible for:

- Making sure that English always has a pivotal focus in school life.
- Ensuring that the teaching of phonics is rigorous, progressive and systematic. This includes managing, coaching and leading teachers, teaching assistants and 1:1s.
- The developing and monitoring of the English curriculum to ensure a coherent strategy delivery throughout the school;
- Updating the school's policy, scheme of work and English targets;
- Planning and leading staff meetings and INSET relating to English;
- Assisting teachers by providing consultancy and support;
- Ensuring that effective resources are purchased, organised and strategically placed throughout the school;
- Liaising with support staff;

- Keeping up to date with current issues, attending relevant courses and disseminating information to staff;
- Promoting school initiatives such as Book Week, World Book Day and Family English sessions.

Speaking and Listening

- A variety of speaking and listening activities are planned, giving children opportunities to communicate their ideas to a variety of audiences.
- Within the Early Years Foundation Stage adults work to model 'speaking and listening' in the continuous provision.
- Drama activities such as 'hot seating' are also used to promote discussion about characters and story events.
- Children are encouraged to discuss their work and understanding during the plenary session.
- Parents are regularly invited to assemblies and Inspire Sessions, in which children are given opportunities to speak to a larger audience.
- Children perform books, plays and speeches in order to develop speaking skills, develop cultural capital and to build confidence.
- Planning of speaking and listening skill development is achieved with the aid of the Speaking and Listening key objectives in the National Curriculum.
- Philosophy for children is used as medium and tool for children to discuss current issues or news events.

Reading

- Reading book ends the school day. The head teacher prioritises reading.
- Children across school have access to a home-loan scheme for borrowing books.
- Children are bought a Christmas book. This forms part of the unit of work completed in January and thus has an impact on teaching lessons.
- Children read for at least 30 minutes daily in a range of formats dependent on year groups. This includes whole class comprehension and group based reading.
- As children progress through the book bands, certificates are awarded in assembly to recognise this achievement.
- Each child has a stage specific reading record in which teachers and parents write comments. This acts as a home-school dialogue to support children's reading progress.
- A Book Day takes place each year giving books a high focus across the curriculum. A Roald Dahl day also takes place each September.
- Phonics is taught daily, following the statutory synthetic phonics programme named 'Floppy's Phonics'.
- Once children complete the book banded texts, they move to more complex class based novels that have sophisticated language patterns, punctuation and higher order sentence construction.

As part of reading high-quality texts, teachers will link reading materials, lessons and opportunities in with Philosophy for Children and Global Goals. For example, a non-fiction

text about tigers could be used as a basis for a discussion (with children using text evidence) about animal captivity.

Reading Plus is to be used to deliver a personalised reading approach to children between Y2-Y6. Reading Plus is an online Reading system that allows children to develop word reading speed, vocabulary, inference and comprehension skills. The system challenges children at their level and is able to challenge the more able up to GCSE level.

Reading is fundamental in order to access the rest of the curriculum. Children's reading journey begins in the Early Years Foundation Stage and is at the heart of the curriculum. In Reception, children will receive their first reading books. One of these will be matched to the sounds they are learning in Phonics and another will be a book to enjoy encouraging reading for pleasure. This system continues into key stage 1. In Nursery, children are exposed to lots of Phase 1 phonics activities.

Phonics

Phonics is taught through the SSP 'Floppy's Phonics'. This is taught every day in a discrete lesson.

Teachers will keep an ongoing record of the sounds and words the children have learnt on a weekly basis. This assessment is carried out in a way which is appropriate for the age of the children. Children in EYFS will be assessed in a practical way and staff will record the sounds they know.

Year 1 – formal assessment termly. Children will be assessed on their ability to read words containing the sounds they have learnt, for example the sound 'ai' in the words 'rain'.

Autumn 1 (end of September)

Autumn 2 (December)

Spring 1 (February)

Spring 2 (April)

Summer 1 (Phonics screen)

Timeline of Phonics teaching and assessment

At Village Primary School, the systematic teaching of phonics begins in Reception. Lots of time is spent in Nursery is taken to work through the 7 aspects of Phase One. This timetable has been taken straight from our phonics scheme 'Floppy's Phonics'.						
Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Phase 1				Introduce Level 1+ to those ready.	
Reception	Level 1+ s, a, t, p i, n, m, d g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, le, ss	Level 2 j, v, w, x y, z, zz, qu, ch, sh, th, ng, dge, ve, wh, x/ cks, ch/tch, nk	Level 3 ai ee y igh oa oo oo ar or ur ow	Level 3 Oi ear air er ue ue ure ture	Level 3 Review all taught sounds Double letters Longer words with CCVC CCVC Words with 2 digraphs Word endings – s es / ing ed	Level 3 Review all taught CVCC CCVC CCVCC CCCVCC Longer words compound words Suffixes
Year 1	Level 3 and 4 Recap sh, ch, th, nk, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, er, -er, ue, ure ture ai/ay oi/oy ee/ea/igh/ ie	Level 4 oa/ ow ue/ ew ew/oo, ow/ou, er/ir/ur, or/aw ear/eer, air/are s/ce, e/ea u/o, d/t=ed, (ing) – suffix Recap ai/ay/a (table), ee/ea/e (me) igh/ie/l (find) oa/ow/o	Level 4 and 5 ai/ae, a-e, ee/e-e le/i-e, oa/o-e Ai/ay, a-e, ey Ee/ea, e. e-e. y, ey, ie lgh, y, l, ie, i-e Oa,ow, o.0-e, ou, ough, eay	Level 4 and 5 s-ss, se, ce, ci, cy j-ge,gi,gy, ul, el, al, il ue, yoo,u,ew, u-e, eu oo, ue, u_e, ew, ou, ui, u oi/oy, ow, ou or, aw, au, al, ar	Recap Level 2,3,4, 5 ur/er/ir, ear, or, u, ou, ar/al, a, zh, s, si, ge, w/wh, f, ff,ph, gh, ch, sh, k, ie, igh, ee-, ie, ow, oa/ow 'a' makes different sounds (o, ai, or)	Recap Level 2,3,4, 5 Recap for phonics screening ck, ss, ff,qu,ch,sh,th, ar,or,oo,ai/ay/ e-e,ee/ea/e-e/e/ie, igh/ie/i-e/l, oa/ow/o-e/o/ou,ue/ew/ u-e Or/au/aw, oi/oy, ow/ou, ur/er/ir,

		(old) ue/ew/u (uniform)				cy,ci,ce/gy,gi, ge,ea-e, ph,wh/cr,pl,sc, shr,thr,scr,spl, spr,str sh,ti,ci,ssi,gu, gue,gh,ear,ee r,ere,ier,are,r, wr,n,kn,gn,m, mb,mm,mn,qu e,or,our,oor,o ar,augh, ough
--	--	-------------------------------	--	--	--	--

Writing

- Children are encouraged to write from entry into the Early Years Foundation Stage. Writing is integral in all areas in the Nursery with the development of an apprenticeship approach to writing development.
- Spellings are sent home weekly from Y1 to Y6. The accurate spelling of high frequency words is seen as a priority. Spellings are differentiated thoroughly across the key stages.
- Spelling competitions take place each term to make spelling fun, aspirational and even more relevant.
- Children in each class have access to stage appropriate word cards and alphabet cards. These have been developed with the needs of that particular year group in mind.
- Each classroom has a selection of dictionaries and thesaurus' selected to meet the needs of that particular year group. A summary of this provision is contained in the appendix.
- As part of writing development, children are expected to develop a clear, fluent and legible joined handwriting style. In the Early Years Foundation Stage children are taught the principles of letter formation using guidance from the document 'Developing Early writing' using a pre-cursive style of handwriting. The school then teaches cursive style of handwriting, when appropriate, from Y1 to Y6, featuring exit and entry strokes.
- The composition of writing is taught using direct teacher modelling and based within a sequential, rigorous unit of work.

General resources

- Each classroom has a range of practical resource materials for specific English use. These resources vary according to the age and needs of the children. These typically include:
- Magnetic letters and boards whiteboards and pens
- Jigsaws and games flashcards
- Letter tiles alphabet cards
- Key word support cards alphabet freeze
- Each classroom also has an extensive range of photocopiable resource materials linked to particular year groups. These include ideas for word, text and sentence level activities.
- DFE documentation/Teacher resources – Staffroom
- Big Books for shared and guided reading are located centrally in the library.

Recording of Children's work

Children should be encouraged to record their work in a variety of forms; narrative, poetry, lists, book making, posters etc. Information Technology should be used as a means to support attainment in English. Children should be encouraged to present work neatly and attractively.

Children progress from pencil to pen once a cursive style has been mastered.

Marking Writing

The majority of marking should be carried out 'live' and in the moment with the children. The use of formative assessment and a tick sheet of year group appropriate objectives will be used for each final piece of writing (two formal pieces every half term).

The school has a specific marking code for each key stage using a variety of symbols (see appendix). Marking should be an integral part of the teaching process, linked to objectives and targets. Children use purple 'polishing pens' weekly to respond to marking.

The types of marking undertaken by teachers may vary depending on:

- the number and range of teaching objectives;
- the focus of the genre of writing taught;

- how much the teacher intervened during the writing process;
- the general development of a child's writing skills.

Monitoring

- Staff meeting time is allocated to assess and moderate samples of children's writing. These samples are then collected in the English portfolio.
- The English subject leader carries out a yearly audit which informs the SDP;
- The English subject leader has an overview of long term and medium term planning;
- The English subject leader carries out lesson observations for all staff. Developmental feedback is then given to all staff.

Assessment

Village Primary School follows National Curriculum guidelines. Statutory Assessment takes place at the end of each key stage in Reception, Year 2 and Year 6. School assessments of writing progress are made termly with the implementation of a focused mark task. These pieces of work are compiled each term in each child's Writing Progress File. Summary assessments are made at the end of each year. Assessment is viewed as an integral part of the planning cycle. English Implication Documents are completed by teachers to show the Assessment for Learning Cycle. This document outlines the class, group and individual areas to strengthen and improve on. This informs planning and future teaching sessions. Teachers use assessment materials from a range of sources to inform their Teacher Assessment judgement that is recorded on the school's tracker.

Teachers used English Implication Documents to formally analyse children's English needs and inform next steps of learning. Formative assessment strategies are used across school and with a variety of strategies to support children 'knowing more and remembering more'.

Writing

Writing is taught through the systematic program of Ready Steady Write. Amendments have been made to coincide with specific year group expectations and curriculum coverage. The moderation of writing is prioritized within school, staff moderation time is planned during directed time and Trust moderation of writing also takes part in the Spring and Summer term. Writing checklists have been created for every group which will be used to assess final writing pieces (one every 3 weeks).

Reading

Reading development is assessed using end points for the Village Reading curriculum. Moderation of reading takes place both within school and as part of the whole Trust moderation training sessions. A pleasure for Reading focus has been prioritized with a recent reading area created outside to be accessed during breaktimes and the development of a borrowing library led by Year 5 librarians.



Staff assess using formative and summative strategies that inform planning, next steps and future pedagogy.

Salford Reading Tests are used twice a year to measure progress in reading for targeted children.

Reading plus tracks the progress of reading in Year 5 and 6.

Regular testing is carried out to give staff an insight into particular areas that pupils are struggling with. This supports teachers to tailor help and support.

National publish tests are used and then question-level analysis is carried out to determine interventions.

Equal Opportunities

All children, regardless of race, culture, gender or special needs are entitled to full access to the English curriculum. Equality of opportunity is essential in English as it provides children with access to the other curriculum subjects. As teachers we should ensure that we provide children with situations and resources which are free from gender bias.

Special Needs

Effective planning and classroom management should ensure that all children can participate in English lessons. Clear differentiation should ensure that the needs of all pupils are met.

Teaching Assistants and Teachers support children with SEND either within the English lesson or through the implementation of one-to-one/small group intervention programmes.

The Inclusion Policy fully details procedures for teachers to follow if pupils are experiencing learning difficulties which are affecting their progress and attainment in English.

Under the supervision of the Inclusion Leader, the school plans the delivery of intervention projects such as Wave 2 and 3 provision. Strategies such as Catch Up, ELS, Direct Phonics, Cued Spelling, Talk-write, ALS and FLS are available for children who may experience difficulties in their acquisition of English skills.

We also recognise the needs of gifted and talented children and teachers should plan for challenging activities to stretch the attainment of these children.

We also welcome the support of parents in school as reading partners or as support within the classroom.

Village Primary: Delivering a Mastery Curriculum

What does Mastery mean?

Mastery is about deep, secure learning for all with extension of the able students (more things on the same topic rather than acceleration) DFE 2015

It is also something that every child can aspire to.

It is about having a breadth, depth and confidence to writing. At the end of Y6 it would involve writing control, skill, adaptability, independence and a mix of grammatical skills and creativity. Furthermore, control of the written voice and register is vitally important. The reader and audience, with Mastery, is catered for.

Crucial to Mastery is feedback.

The mastery learning is a method of instruction where the focus is on the role of feedback in learning. Furthermore, mastery learning involves learning skills that must be mastered before moving on to the next unit.

Key Elements

Staff give pupils vocabulary via Magpie pockets, that are derived from high quality texts.

Pupils are given opportunities to learn vocabulary patterns.

Pupils are given the opportunity to apply skills, knowledge across genres.

Writing – experiences build on meaningful and purposeful examples. Writing in context is important.

Modelling is highly valued as a method of showing children how they carry out a task and how the Toolkit (Success Criteria) is knitted in.

SPAG skills are taught explicitly in Grammar lessons and within other English lessons e.g. Writing.

All adults using precise, accurate terminology and vocabulary from the National Curriculum.

All adults need confident subject knowledge which supports dialogue, questioning and effective feedback.

Staff are skill driven not genre driven. A colon's use can be taught in SPAG and then applied in a story, report etc etc.

Teachers have high expectations for valuing pupil's work.

Teachers and pupils evaluate writing/that of others in self and peer assessment.

Key Teaching, Learning and Assessment Strategies

Emphasis on depth of learning (mastering skills across genres)

-

Writing frames are used to support children, but are then taken away later in their development to aid independence.

Using high quality texts for magpie sessions

Modelled and shared writing are vital for demonstrating Reading and Writing.

Dialogue and questioning that supports, improves, extends, fixes.

Teaching from the National Curriculum.

Teaching weaknesses identified in writing, tests, planning.

National Curriculum

Pupils should:

Plan writing

Draft and write

Evaluate and edit

Proof-read

Read writing aloud

Develop their understanding of grammar and sentence structure

Use grammar and punctuation (taught explicitly and implicitly) appropriately and effectively.

Emphasising Depth of Learning

Staff explain why children are learning something. They give it meaning, context and purpose.

Staff make expectations/standards clear via modelled writing.

Purposeful writing opportunities are given to children

Opportunities to make choices – can they choose the genre?

Staff encourage reflection by the children

Use of planning frames to give structure (stabilisers) but remove when necessary.

N.Nixon

Updated

December

2025