



Shardlow Primary School

Aspire Achieve Thrive



English Policy

Approved by:	Local Governing Body
Date:	TBA
Minute no:	Out of Committee
Version:	V1.4
Review cycle:	Every 3 years



Version Control

Version	Date	Author	Changes
V1.2	11.03.19	H Quin	Whole school changes to the teaching of phonics and reading as outlined in the 'Reading' and 'Spelling, punctuation and grammar' sections. Improved layout and formatting.
V1.3	10.03.21	H Quin/A Wragg	The inclusion of techniques from The Writing Revolution added in the writing section. The use of Spelling Shed (online program) used to encourage children to practise their spellings. Inclusion of the 'Phonics' section of the policy. Addition of 'sight words' in home-school liaison. Update of EYFS and KS1 reading scheme and Oxford Reading Buddy. Addition of Share a Story.
V1.4	1.10.25	A Molyneux/ J Dale	Updated to be in line with current English curriculum, including changes to; statutory requirements, speaking and listening, reading, writing, Phonics, SPaG, marking, monitoring, assessment, inclusion, home-school liaison

Contents

1. Aims.....	2
2. Statutory requirements.....	3
3. Curriculum structure.....	3
4. Marking	9
5. Assessment	9
6. Monitoring.....	10
7. Inclusion in English.....	10
8. Equal opportunities	10
9. Home-school liaison	11
10. Role of subject leader.....	12
11. Review of the policy.....	12

1. Aims

- 1.1 At Shardlow Primary School, we strive for excellence in English achievement throughout the school. We hope to develop children's abilities within a cross curricular program of Reading, Writing and Speaking & Listening. Across all classes, pupils are given opportunities to develop their knowledge, understanding and use of spoken and written English, within a balanced and exciting curriculum. There are lots of opportunities for children to consolidate and reinforce taught English skills and to apply them in a range of contexts.
- 1.2 Children at Shardlow Primary school will:
- Learn how to read and write with fluency, understanding and confidence, developing a range of independent strategies to take responsibility for their own learning
 - Be encouraged to develop a love of reading and to read for enjoyment
 - Develop their ever-growing vocabulary, through an interest in words and their meanings
 - Experience a range of text/media types and genres, across a range of contexts, to develop their understanding
 - Learn to write in a variety of styles and be able to apply characteristic features of texts to their own writing
 - Develop a technical vocabulary with understanding of grammatical terminology
 - Learn how to apply grammatical terminology in their own writing
 - Have the opportunity to write for pleasure; to explore and develop their own ideas
- 1.3 Most importantly, children will have the opportunity to develop their creativity and imagination.

- 1.4 To ensure progression we follow the aims and objectives of the 2014 National Curriculum for English.

2. Statutory requirements

- 2.1 Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: English Programmes of Study – Key Stages 1 and 2 (2014) and in the Communication and Language and Literacy sections of the Development Matters Framework for the Early Years Foundation Stage (updated 2023).

3. Curriculum structure

Speaking and Listening (Oracy)

- 3.1 Oracy is integral to our English curriculum because it underpins every aspect of communication and learning. We believe that the ability to speak and listen effectively enables pupils to think critically, express themselves with confidence, and engage meaningfully with others. Through a deliberate focus on oracy, we aim to develop articulate, thoughtful learners who can communicate their ideas clearly in all areas of life.
- **Improved Academic Outcomes:** Pupils who can express themselves clearly and think critically through talk often achieve higher academic standards across a range of subjects.
 - **Enhanced Confidence and Social Development:** Through purposeful speaking and listening, pupils build confidence, resilience, and positive relationships with others.
 - **Support for Literacy:** Strong spoken language skills underpin progress in reading and writing, forming the foundation for effective communication in all areas of learning.
 - **Reducing the Attainment Gap:** A well-planned oracy curriculum provides equitable opportunities for all learners, helping to narrow gaps in achievement—particularly for disadvantaged pupils.
 - **Preparation for Future Success:** Proficient oracy prepares pupils for life beyond the classroom, equipping them with the communication skills needed for further education, employment, and active participation in society.
- 3.2 We aim to:
- Provide a stimulating environment in which language and non-verbal communication can be encouraged across the curriculum
 - Enable all children to become confident in using and understanding the varieties of language available to them and the appropriateness for particular purpose and content
 - Enable children to use vocabulary and grammar of Standard English

- Create an atmosphere in which children feel confident and secure enough to express their thoughts, feelings and emotions
- Become active listeners
- Be able to use talk partners to generate ideas
- Participate in a range of drama activities to stimulate writing

3.3 Speaking and listening (Oracy) is embedded into the school routine and curriculum through;

- P4C (Philosophy for Children)
- Talk Through Stories and Talk for Writing
- Oracy Development through Read Write Inc. (RWI)
- Tonie's Box in EYFS
- STEM Sentences
- Writing Curriculum – Oral Presentations of Work
- Daily Interactions
- Play – Continuous Provision, Breaktimes, Lunchtimes
- Whole Class Reading (WCR) – Oracy Section
- Performances and Musical Experiences
- Explicit Teaching of Vocabulary
- Pupil Voice – Steering Groups, Ambassadors, JLT, Mini Leaders
- Partner Talk – Expectations
- Questioning and Answers
- Coaching and refereeing in PE
- Big Questions in the Wider Curriculum
- Show and Tell
- Circle Time
- Buddy Systems – Relationship Building
- English Performances – Debates, Poetry
- Spanish
- PSHE – Relationships
- Picture News
- Visual Timetables
- The Shardlow Way
- Kids Den
- Interventions
- Attention Autism
- Forest School
- Communication and Engagement with Parents and Carers
- Conflict Resolution

Reading

3.4 At Shardlow Primary School, we recognise the importance of reading and stress its importance as a fundamental part of the curriculum and learning development of each child. Our aims are:

- To provide a stimulating reading environment in which books are valued and the enjoyment and purposes of reading celebrated
- To teach all children to read with fluency, understanding and pleasure
- To teach children the skills to enable them to read independently a wide range of texts, both fiction and non-fiction, and for a variety of purposes.
- To encourage sharing of reading and discussion of a variety of texts
- To build on pupil's prior knowledge and experience of English

Daily Reading Opportunities: Children in EYFS and KS1 engage in daily reading lessons through Read, Write, Inc. and Talk through Stories, while pupils in KS2 have three whole-class reading lessons each week. Across all year groups, children also have opportunities for independent reading throughout the school day.

Progression in Reading: We follow a carefully structured reading programme from Reception to Year 6. This ensures clear progression from the earliest sharing of books and stories, through the systematic teaching of phonics and word decoding, to the higher-level skills of comprehension, inference, and critical appreciation of texts.

Teaching Approaches: Reading strategies are modelled daily by teachers and additional adults. Children are heard reading on a 1:1 basis throughout the week, with additional small group reading sessions and guided reading as appropriate. In KS1, a daily phonics/reading lesson is timetabled, and in KS2, short, focused whole class guided reading sessions take place three times a week alongside independent reading. These sessions develop children's oracy through preparing for what they are going to read, reading and reacting to what they have read, processing their thoughts about what they have read and exploring the text.

Phonics and Early Reading: In EYFS and KS1, reading books are carefully matched to children's phonics assessment and knowledge using the Read Write Inc. scheme. Books are fully decodable and organised into colour bands to support progression.

Reading in Key Stage 2: The Accelerated Reader programme is used to support independent reading and comprehension. This is enhanced through games, audio resources, author visits, and our annual book fair.

Reading Aloud and Enrichment: We recognise the importance of reading aloud to children to model fluency, expression, and a love of stories. Each class has a daily class reader and participates in

whole-school reading events such as World Book Day and the Derby Book Festival.

Home Reading: We work in partnership with families to promote reading at home. In Reception and KS1, our *Share a Story* scheme encourages children to take home high-quality texts to read and discuss with their families. Across school, our *Strive for 5* initiative sets the expectation that every child reads at home at least five times a week, recorded in their organiser. Regular home reading is celebrated through certificates, raffles, and recognition of milestones, reinforcing the importance of daily practice in developing fluency, comprehension, and enjoyment.

Phonics

- 3.5 At Shardlow Primary School we use the DfE validated Phonics scheme 'Read Write Inc' (RWI). At Shardlow, we endeavour to create a genuine love of reading amongst the children, whilst developing the skills they need to become confident, fluent readers. Children are split into groups for Phonics and are taught in this group which is specific to their needs based on teacher assessments.
- 3.6 The children's Phonics journey starts from the very beginning of the Reception year. Children are assessed every half term and are placed into targeted groups for daily lessons. Every day the children will access a 'Speed Sounds' lesson, 'Storybook' lesson and a 'Get Writing' session.

Writing

- 3.7 We aim to develop confident, creative writers who can communicate effectively for a range of purposes and audiences. From the very beginning of their school journey, children are supported to see themselves as writers and to develop the transcriptional skills (spelling, handwriting, grammar) alongside the compositional skills (ideas, planning, drafting, editing) that underpin success in writing.
- 3.8 At Shardlow, our aim is to give children the skills to become independent and effective writers, confident in their ability to choose form and style appropriate to a wide range of purposes and audiences. We aim to:
- Enable children to write in order to communicate meaning from a very early age.
 - Teach and allow children to practise transcription and oral compositional skills.
 - Develop in children an understanding that their writing needs to be structured so that it is coherent.
 - Develop an understanding that writing is essential to thinking and learning and is enjoyable in its own right.
 - Help children to understand that correct grammar and punctuation will make writing clearer to the reader.
 - Develop a wide vocabulary so that children are able to express their ideas in a variety of

forms and can engage the reader.

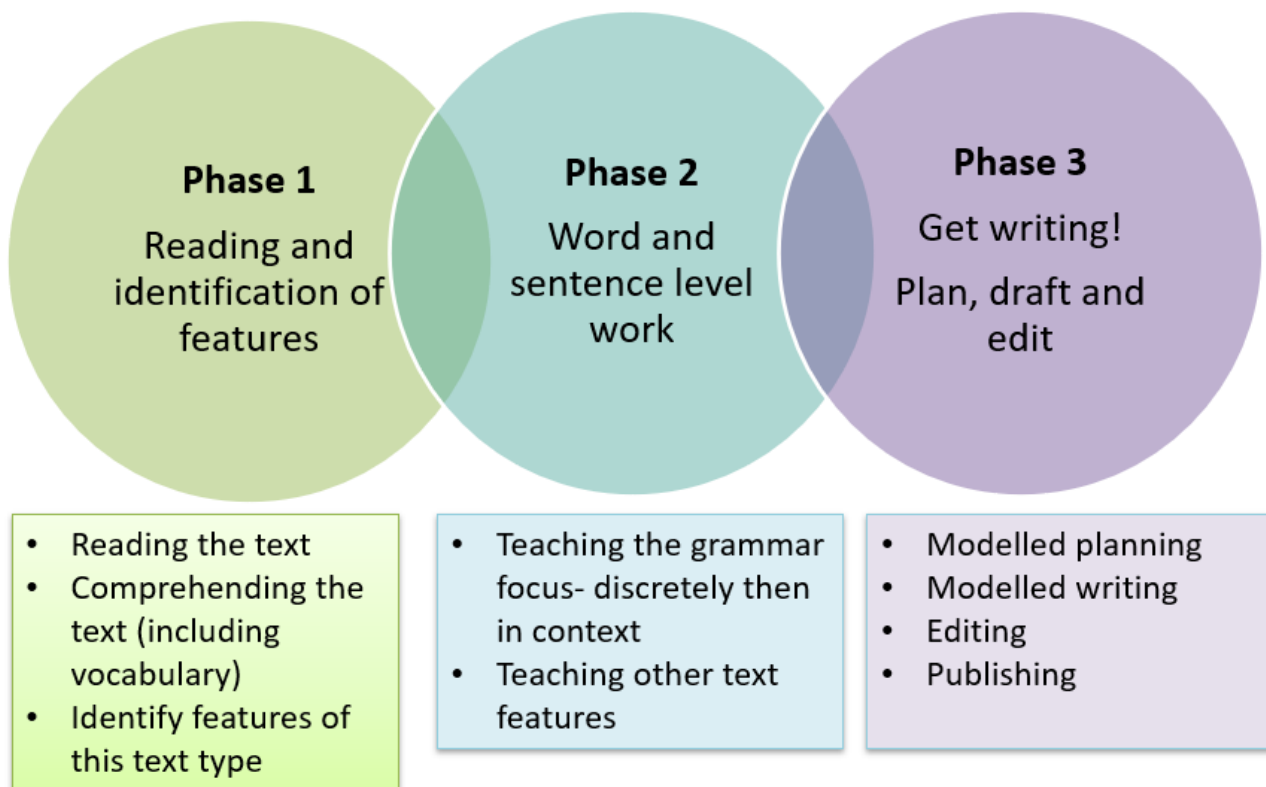
- Help children reflect on and effectively evaluate the success of their own writing.

EYFS and Key Stage 1

3.9 Writing is taught daily through the Read Write Inc. phonics programme. This ensures children make secure progress in their spelling, word formation, and sentence construction, closely linked to their phonics knowledge. In EYFS and KS1, children also have daily opportunities to write through continuous provision, enabling them to practise and apply their skills in a variety of meaningful, play-based contexts.

Key Stage 2

3.10 Specific English lessons are timetabled for four days per week but opportunities to write for different audiences and purposes are embedded across the curriculum in other subjects. Across Key Stage 2 daily English lessons form part of larger 3 phase writing units that last either two or three weeks depending on the content to be taught. Each unit has 3 distinct phases: Phase 1 is reading and identification of features, Phase 2 is word and sentence level learning and Phase 3 is planning, drafting and writing. Each lesson starts with a 'Grammar Grab' for retrieval before recapping on the knowledge for the unit which is specified in each unit's medium-term plan. This includes the audience, purpose and genre for each unit which is shared with the children. The long-term English writing map ensures coverage of different purposes (to inform, to entertain, to discuss, to persuade and poetry.) It also gives a breakdown of the grammar that is to be taught within each unit. At the end of each 3 Phase unit, children are given the opportunity to publish their writing.



- 3.11 Our long-term writing unit map for English ensures coverage of the range of text types set out in the National Curriculum (2014). 3 Phase units often link closely with our cross-curricular topics in history, geography or science where possible.
- 3.12 We recognise the importance of digital literacy in developing English skills. Therefore, all children are given the opportunity to use word processing skills when publishing their writing. They may also use ICT to research writing and plan before writing where necessary.
- 3.13 We currently hold weekly sessions to help children develop fluent, clear and legible handwriting. We also value neatly presented work with awards in our SPIRIT assembly – *please refer to our handwriting and presentation policy for more details.*

Spelling, punctuation and grammar

- 3.14 To be able to use the correct spellings, punctuation and grammar within writing are essential life skills. When these skills become automatic, pupils are able to concentrate on the content of their writing and the making of meaning. We aim:
- To help children to use their knowledge of phonemes and graphemes in order to competently segment words for spelling and blend for writing.
 - To enable children to develop multi-sensory strategies in order to spell correctly
 - To teach spelling rules and be able to compare spelling rules with those of other languages
 - To help children understand how the English spelling system works and how our history has influenced our spelling
 - To help children appreciate that spelling is an important aspect of writing
 - To help children to self-check for accuracy by using a range of tools and strategies
 - For children to recognise the fundamentals of English grammar.
 - For children to apply these in their own written work.
 - To teach grammar rules and understanding of different aspects of English punctuation.
 - For children to be able to self-check their own work and correct their own errors.

EYFS and Key Stage 1

- 3.15 Children learn to spell using the Read Write Inc. strategies of 'Fred Fingers' and 'Fred Talk', which support them in segmenting and blending sounds to build accurate spelling habits. In Year 1, pupils receive weekly spellings that align with their current phonics knowledge, which they practise at home and are tested on each Friday. In Year 2, children take part in a weekly Read Write Inc. Spelling lesson, with words sent home to consolidate learning. These spellings are also reviewed through a short test each Friday.

Key Stage 2

- 3.16 There are twice weekly spelling timetabled sessions, and a specific grammar lesson once a week. This is ability grouped, sometimes across year groups, to support and challenge. The Phonics scheme (see above) is used as a basis for pupils in the Early Years and KS1. For the older children further more advanced spellings are taught as detailed in the National Curriculum 2014. This is supported by the use of the Twinkl spelling schemes of work.
- 3.17 In KS2, we use “look, cover, write, check.” Children are encouraged to look at a word, take a photograph of it in their minds and write it down from memory and then check it. This self-checking is an important process for children to learn. The homework is given and learnt on this basis. Children are also taught to look for common letter patterns and are encouraged from an early stage of writing to develop strategies for spelling. In KS2 we follow Sounds and Syllables which is a spelling scheme where children are given a set of words that follow a distinct pattern and break them down into their component sounds and syllables. These are delivered in class spelling lessons and learnt as homework before being tested on the following week. Words connected to the class topic may be displayed around the room or on topic cards and children have access to suitable age-appropriate dictionaries and thesauruses within class. Word mats may be used to reinforce writing. We also use the computer-based program ‘Spelling Shed’ to encourage children to practise their words daily online.
- 3.18 Weekly spelling tests of words with common letter patterns will be done with children in Reception, Year 1 and Year 2 as appropriate. Years 3, 4, 5, 6, will have weekly tests based on the week’s Sounds and Syllables lesson. Words from the National Curriculum are included in the lists. There is an element for children to find their own words based on following the rules.

4. Marking

- 4.1 Work is marked in a variety of ways across the English curriculum, including both oral and written feedback for children. The teacher may use a variety of marking criteria depending on the focus and learning objective in line with the marking policy. Photographs can also be used to provide evidence, and teachers provide annotations within children’s book with notes as to what the child had been doing. Children are given the time to respond to their marking comments.
- 4.2 Please refer to the school’s Marking and Feedback Policy for further details.

5. Assessment

- 5.1 Informal assessment and monitoring are ongoing and form a vital part of future teaching. Teachers use both assessment for learning and summative assessment across the English curriculum. In KS1 and KS2, NFER tests are used to assess children in reading and SPAG. At the end of each Key Stage, we also use past SATS papers for assessment. The results from the

tests are used to monitor the progress made. In writing, teachers use their assessments of the pieces of published writing that children produce at the end of each 3 Phase Writing Unit, as well as 3 completely stand-alone pieces that are done as part of the assessment week each term. These pieces are then moderated by teaching staff to ensure high quality assessment. At the end of each year, the class teacher will say whether a child is working towards the expected level, working at the expected level or working at greater depth across reading, writing and SPAG.

5.2 Please refer to the assessment and reporting policy for more details.

6. Monitoring

- 6.1 The quality of English provision secured by this policy will be monitored, evaluated and resourced. The Headteacher and English Leads will monitor effectiveness of the English programme of study through lesson observations, book audits, staff questionnaires and pupil voice where appropriate. The Governing Body will monitor the outcomes of the English Policy.
- 6.2 Any underperformance will be addressed in a timely manner, whether it has come to light through the monitoring procedures outlined in this policy or as a result of other quality assurance mechanisms.

7. Inclusion in English

- 7.1 At Shardlow Primary School, the needs of all pupils are carefully considered when planning and teaching English. We are committed to ensuring that every child reaches their full potential through high-quality, inclusive teaching. Teachers use adaptive teaching strategies to respond to pupils' varying needs, ensuring that all learners can access the curriculum and achieve well. Where pupils are identified as not making expected progress, staff work closely with the SENCO to plan targeted support and interventions that address specific barriers to learning. More able pupils are appropriately challenged through carefully planned opportunities that extend and deepen their learning.

8. Equal opportunities

- 8.1 At Shardlow Primary School we have high expectations for every child, whatever their background, ability or circumstances. We know that children learn best when they are healthy, safe and engaged. In order to engage all children, cultural diversity is celebrated. Our English curriculum includes a wide range of texts and other resources which represent a variety of cultures and backgrounds. We value what each individual child brings to our school. Shardlow Primary School is committed to equality of opportunity, and to promoting an ethos of dignity, courtesy and respect throughout the school.

- 8.2 For further information, please refer to the Shardlow Primary School Equality & Diversity Policy.

9. Home-school liaison

- 9.1 Support from parents to help children reach their learning potential is invaluable. We hope to involve parents as much as possible in school life, and thus in the development of children's skills, knowledge and understanding in English.

Reading

- 9.2 Parents are actively encouraged to engage with our whole-school reading initiative, 'Strive for 5', which promotes reading at home at least five times each week. Pupils are recognised and rewarded for their regular reading efforts. In EYFS and Key Stage 1, children take home a Book Bag Book matched to their current phonics group, along with a 'Share a Story' book to enjoy with their family. In Key Stage 2, pupils select an Accelerated Reader book that corresponds to their ZPD (Zone of Proximal Development), as determined by reading assessments.
- 9.3 Parents are invited to record and comment on their child's reading in the reading diary or organiser, where books read and current reading levels are also logged. Families are warmly welcomed to support reading in school by hearing children read, once the appropriate DBS checks have been completed.

Spellings

- 9.4 Children in Key stage 1 and 2 are given spellings to learn each week. These reflect the spelling pattern or rule which is being taught at the time through Sounds and Syllables, or Read, Write, Inc. Parents are encouraged to help their child learn spellings sent home and are made aware of approaches used in school.
1. Say the word in a spelling voice
 2. Snip the word into syllables
 3. Segment the words into sounds
 4. Target tricky spellings
 5. Link to similar words
- 9.5 Children have access to the online learning platform 'Spelling Shed' to help them practise their spellings.

Sight Words

- 9.6 Children in Reception and Key Stage One are provided with the 'red' words in their Read, Write, Inc. Group to practise at home to build fluency. Children in Key Stage 1 are provided with Year 1 and Year 2 common exception words to practise at home.

10. Role of subject leader

10.1 The subject leader is responsible for maintaining/improving the standards of teaching and learning in English by:

- Monitoring and evaluating English; pupil progress, planning, marking & feedback, curriculum coverage, teaching, role of teaching assistants, English provision
- Taking the lead in policy development
- Auditing and supporting colleagues in CPD
- Purchasing/organising resources
- Keeping up to date with developments in English

11. Review of the policy

11.1 The Governing Body and/or the Headteacher will approve the English Policy every three years or as required when changes are made. Following the monitoring and evaluation processes set out in the previous section, the English Policy will be revised as required to ensure that it is effective. The English Policy will be revised by the English Lead to introduce any changes in regulation and statutory guidance to ensure that it is always up to date.