



**English Policy**  
**Reviewed December 2025**

## **Our School Vision**

***We shine like stars to achieve and make a difference in the world, knowing that with God, all things are possible.***

## **Introduction**

English is a core curriculum subject which encompasses both language and literature, spelling and phonics, handwriting, grammar, speaking and listening, reading and writing. We recognise that, to develop all these skills effectively, children must be given a wide range of contexts in which to practice and consolidate their skills and understanding, which is why we place a strong emphasis on English within our curriculum.

All learning takes place using language, both inside and outside the classroom. An ability to communicate effectively in both speech and written forms, and to read a wide range of texts, is essential if children are to reach their full potential and achieve high standards once they leave our setting. Our school views the acquisition of language skills vital and so the teaching of English is given a high priority.

## **Rationale:**

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a Primary School.

At Aspull Church Primary School, we recognise that without effective communication, little achievement can be made. We know that we have a duty to ensure that English teaching is a priority, and we recognise that this is necessarily cross-curricular and a constant throughout school and beyond. It is part of the 'essential knowledge' that is needed in society:

*Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.*

*DfE 2013 National Curriculum (Language and Literacy section)*

*'If reading is breathing in, then writing is breathing out'*

## **Equal Opportunities**

We are an inclusive school; we set high expectations and recognise the importance of accurate and regular assessment to support individuals at every part of their learning journey, in whatever circumstances.

All teaching and non-teaching staff at Aspull Church Primary School are responsible for ensuring that all children, irrespective of gender, ability, ethnic origin and social circumstances, have access to the whole curriculum and make the greatest possible progress. All children have access to the

English Curriculum, its teaching and learning, in every year group. Where necessary, children with specific needs, and those on EHCPs, may have an English curriculum tailored to their specific needs; B Squared is used as a tool to target needs and measure progress and the class teacher is responsible for liaising with support staff regarding this.

### **Spoken Language:**

The National Curriculum states that pupils should be 'taught to speak clearly and convey ideas confidently in Standard English' (p10). They should:

- Justify ideas with reasons
- Ask questions to check understanding
- Develop vocabulary and build knowledge
- Negotiate
- Evaluate and build on the ideas of others
- Select the appropriate register for effective communication
- Give well-structured descriptions and explanations
- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing

### **Our Aims and Provisions**

We encourage all of our pupils to speak clearly and confidently and articulate their views and opinions. We want our children to express themselves orally in an appropriate way, matching their style and response to audience and purpose. We actively encourage them to listen and respond to a wide range of literature; they develop the skills of participating effectively in group discussions in many curriculum areas. Activities are planned to achieve full and active participation by all children, irrespective of ability. Children with specific speech and language and auditory problems are identified and specialist help is sought, where appropriate.

Ways in which we support this include:

- Poetry recital opportunities
- School productions
- Class debates
- Whole school and class worship
- Community events
- Children leaderships roles
- Show and Tell
- Book talk sessions
- Drama/role play

### **Subject Organisation**

In Early Years, the curriculum is guided by the EYFS Profile's 'Prime and Specific Areas of Learning,' covering Communication and Language and Literacy. Communication and Language and Literacy are taught as areas of learning as set out in the 'Statutory Framework for the Early Years Foundation Stage'.

We know that children learn best when activities engage many senses, when

they are happy and confident. A love of books, rhymes and poems, sounds and words are developed through planned and incidental work. Taught topics are linked to a range of texts including non-fiction, fiction and poetry. Structured play activities provide valuable opportunities for children to:

- Engage in conversation with other children and adults
- Share music, songs, poetry, stories and non-fiction
- Experiment with writing for themselves through making marks, personal writing symbols and conventional script

From Years 1 to 6, English is delivered using a personalised English Curriculum based on the National Curriculum.

English is based on books from Year 1 – Year 6. The book itself, or themes from the book, are used to drive activities where objectives from the curriculum are met in composition, spelling, grammar and punctuation.

‘Books as Hooks’ capture the children’s imagination and encourage them to become fluent, thoughtful and creative writers.

Each unit starts with a ‘hook’ and then the children journey through the book completing different genres of writing with specific audiences and purposes. Various genres are taught regularly throughout the year appropriate to key stage 1 and key stage 2.

Children work in ability groups and mixed ability groups according to the objectives of the lesson. Group objectives are adapted appropriately with the aim to both challenge and support all children in their learning. The SLT monitor teaching and learning regularly.

### **APPROACHES TO READING**

We place ‘Reading for Pleasure’ at the heart of our school, and it is something we prioritise. Success in reading has a direct effect on progress in most other areas of the curriculum and is crucial in developing children’s self-confidence and motivation. Competence in reading is the key to independent learning and therefore the teaching of reading is given a high priority by all staff.

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is of extreme importance, since through it, ‘pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually’ (p13). Reading allows pupils to ‘acquire knowledge’ and to ‘build on what they already know’ (p13).

The 2014 Curriculum divides reading skills into two dimensions:

- Word reading/ decoding
- Comprehension

We recognise that both these elements are essential to success, and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning - we

encourage and praise children no matter what stage they are at.

- Shared Reading takes place regularly during English and reading lessons and 15 minute story sessions are carried out daily where children listen to a story read by the teacher.
- 30 minute daily reading lessons take place where the teacher reads from a range of poetry, non-fiction and fiction texts appropriate to the children's learning needs, which have been well-thought out and planned, thinking carefully about the content domains. The teacher reads aloud, modelling their understanding of the text for 20 minutes. This is followed by 10 minutes of daily independent reading where the teacher listens 1:1 with readers.
- A teacher-led taught comprehension lesson takes place weekly/fortnightly in which the content domains of reading are covered. This is an opportunity for the teacher to model explicitly how to read and answer comprehension questions. This lesson is followed up by an application session, where children apply the taught skills they have learnt independently.
- Children should have the opportunity to read every day and to share books at home.
- Teachers or teaching assistants will read one-one with children once a week/fortnightly within Key Stage 1 and regularly in Key Stage 2 (more regularly in Reception).
- Children in Year 1 and 2 take home two reading books: one a chosen reading for pleasure book (whole language book), one decodable phonic book related to sound revision (Dandelion Reading books-phonics book) and Year 2-6 take one decodable and suited to the children's reading level (book banded book). When they have progressed through the bands, they are able to choose their own books either from school or at home.
- Reading books are changed regularly and a child will only move on to the next level when their teacher decides or benchmark level. A child's progress is recorded in a reading record.
- Each class aims to visit the school library every week.
- Children are encouraged to read daily with their parents as part of their homework exercise and home-school liaison is achieved by having regular parental contact through the reading record book.
- Pupils learn to read easily and fluently through daily phonics in EYFS and Key Stage One. We follow the SoundsWrite phonics programme and teachers follow the script. Year 2 move on to the poly-syllabic spelling programme. As a school, we are continuing to ensure that all our staff receive training for the programme so phonics can be taught effectively in all year groups.
- Pupils are encouraged to read widely, through our use of differing class texts, library visits and high-quality attractive books in classrooms.
- Pupils are encouraged to read for pleasure using reading partners, quiet reading time, library visits, library dinner time clubs and listening to an adult read a class novel.
- Pupils also read to find information in all lessons and comprehension is assessed in a formal way at least once every term (every half term in year 6).

## **Writing**

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations

- Write to support their understanding and consolidation of what they have heard or read

The 2014 Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)

We recognise that both these elements are essential to success, and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary.

### Our Aims and Provisions

- We teach grammar and punctuation discretely and within units where appropriate.
- We correct grammatical error orally or in written work (where appropriate).
- We have a systematic approach, we revisit key learning and build upon it in all areas from phonics, through to grammar and spelling.
- We use high quality texts, modelling and shared/collaborative writing to demonstrate good practice.
- We provide writing frames/scaffolds and key vocabulary to support writing.
- We provide time for planning, editing and revising.
- We mark extended pieces of work in-depth and set targets to move children on.
- Opportunities are provided for pupils to self-assess or peer assess, when appropriate, so they can evaluate effectively.
- We encourage joined handwriting (see Handwriting policy for more guidance).
- We provide extra support for pupils with learning or fine-motor skills.

### Cross Curricular Opportunities

Teachers take advantage of opportunities to make cross-curricular links in English lessons and class novels chosen, particularly with the History or Geography unit being taught for the half term. Teachers will aim to use these sessions regularly to consolidate key learning.

### The Use of Computing

Opportunities to use computing to support teaching and learning in English will be planned for and used as appropriate. Pupils have opportunities to use iPads within English lessons, to both support and extend learning.

### Vocabulary Development

The National Curriculum makes clear that learning vocabulary is key to 'learning and progress across the whole curriculum' since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently.

Vocabulary teaching is:

- Active
- Progressive/systematic
- Making links from known words
- Developing understanding of shades of meaning

- Using subject specific words

## Our Aims and Provisions

We encourage our pupils to have a wide and growing vocabulary in several ways. These include:

- Spelling lists/key words to practise and learn
- Display of key words linked to topics and subjects in class and around school.
- Using the correct vocabulary orally
- Using dictionaries, thesauruses to develop wider vocabulary
- Carrying out systematic testing and providing feedback to pupils
- Targeted one-to-one/ small group support, where appropriate

## Planning and Assessment

### **Planning:**

- Planning is adapted according to pupils needs

### **Assessment:**

- Termly assessments in Reading, Writing, Grammar and Spelling assess pupils against age-related expectations (half-termly in year 6).
- Progress is tracked using formative and summative assessments against expectations of the National Curriculum.
- Writing is moderated within school and within the school consortia.

### **Specific Groups:**

- Analysis of English achievement is carried out half termly. Pupils who are slow moving or making little to no progress are discussed and plans are made with SLT and class teacher.
- Pupils entitled to Pupil Premium are given additional support where required.
- Where a specific need is identified, intervention groups are planned for and implemented on a daily/weekly basis.

## Homework

We value homework as an essential part of the curriculum as it enhances and consolidates learning. All children are expected to read at home at least four times each week for 15 minutes. This is monitored closely through reading records and communication with home.

## Handwriting

High expectations are required in every year group. We follow the Martin Harvey handwriting scheme to ensure a consistent approach is followed throughout school. Children are encouraged to take pride in their work. In EYFS, letter formation is taught through the Sounds~Write scheme. For more detailed information, please read our Handwriting policy.

## Role of Subject Leader

The Subject Leader should be responsible for improving the standards of teaching and learning in

English through monitoring and evaluating English:

- pupil progress
- provision of English (including Intervention and Support programmes)
- the quality of the learning environment;
- the deployment and provision of support staff Taking the lead in policy development Supporting colleagues in their CPD Purchasing and organising resources Keeping up to date with recent English developments

### **Parental Involvement**

At Aspull Church Primary School we encourage parents to be actively involved in supporting their child in English by:

- attending parents' evening - where they are given the opportunity to discuss and agree their child's targets for English
- reading with their child at home
- supporting their child with communication
- supporting and attending class and family assemblies
- accessing any English support/work shared