

Grange Primary School



English policy

Updated: Autumn 2026

To be reviewed: Autumn 2027

Aims

This policy aims to set out:

- Our approach to teaching, monitoring and assessing English, literacy and reading knowledge and skills
- How we will make sure our provision for the teaching of English, literacy and reading is of consistently high quality

Legislation and guidance

This policy reflects the requirements and expectations set out in the:

- National Curriculum programmes of study for English
- Special Educational Needs and Disability (SEND) Code of Practice 2014
- Equality Act 2010
- Reading framework 2023

Our vision for English and literacy in our school

At Grange Primary School we firmly believe that English in all its forms should be at the centre of children's learning. High quality teaching and learning in all aspects of English should enable children to read, write and speak fluently, therefore allowing them to communicate their ideas and emotions to others. English is a key skill which is essential for all aspects of everyday life including independent learning and the world of work. Children should develop a love for English through their enjoyment of reading, writing, speaking and listening. We encourage children to develop skills to communicate effectively in speech and writing, to listen with understanding and to be responsive, enthusiastic and knowledgeable readers. We will enable children to achieve this passion for English through providing stimulating and exciting experiences based around high-quality materials and opportunities for learning which will lead to every child reaching and fulfilling their full potential. Each term the English curriculum will be built around a class novel, linked to the current topic. This ensures that children have access to high-quality literature and are able to use this to inform discussions, wider reading and their writing. By the time that pupils move on from our school, our aim is for them to:

- be fluent readers and writers
- have a positive attitude towards books and reading, reading widely for pleasure and information
- enjoy writing in different contexts and for different purposes and audiences
- write clearly, accurately and coherently, adapting language and style accordingly
- be curious and creative when it comes to reading and writing – for example, by being interested in learning the meaning of new words
- have a wide vocabulary and understanding of grammar
- feel confident speaking in class and be able to clearly explain their understanding and ideas
- listen carefully and sensitively to adults and their peers

Our guiding principles for the teaching of English and literacy

We teach English and literacy best when:

- there is a joyful culture around reading and reading for pleasure in school
- all staff feel they have the knowledge, skills, understanding and professional support they need to teach English and literacy effectively
- there's sufficiently detailed and frequent ongoing assessment of pupil progress
- we expose pupils to different types of reading material
- we involve families in supporting their child's reading and writing
- the English curriculum is coherently planned and sequenced
- we identify where pupils have learning gaps or aren't making the expected progress, and put in place interventions to target these
- teaching resources are available, up to date, varied and diverse, and match pupil and curriculum needs
- we engage pupils in high-quality back-and-forth interactions
- we model new language and accurate grammar to pupils
- we support pupils with speech, language and communication needs – for example, by putting on extra small-group story time

Roles and responsibilities

The headteacher

The headteacher is responsible for:

- building a team of expert teachers who know and understand the processes that underpin learning to read and write
- providing teachers with the appropriate training and resources so that they can competently deliver the English curriculum
- creating a stimulating school environment where pupils are exposed to different types of reading material, such as through displays, books and other classroom resources
- promoting a culture of reading for pleasure at the core of the curriculum
- developing links with organisations such as school and public library services, reading charities and others
- involving parents/carers and families in supporting their children's reading and writing

The English lead

Our English subject lead is Miss Langley. She is responsible for providing leadership and management for English and literacy to secure:

- high-quality teaching and subject knowledge of staff
- teaching and learning that is evidence-based
- a coherently planned and sequenced English curriculum where pupils are taught to read from the beginning in reception
- a rigorous programme that includes well-conceived and structured resources for teaching phonics

- a programme of reading aloud to all pupils from reception to year 6
- consistent assessment and accurate teacher judgements within English and literacy
- effective use of resources

Teachers

Teachers are responsible for:

- planning effective English and literacy lessons
- providing opportunities for pupils to apply their English and literacy skills in a variety of ways
- completing relevant marking and assessment
- demonstrating their understanding of systematic synthetic phonics in their teaching so trainee teachers can learn from them how to teach reading effectively
- making sure that support staff have:
 - access to planning materials and resources
 - the knowledge and skills they need to support and challenge pupils

Curriculum

Oracy

At Grange, we understand that oracy, the ability to speak and communicate effectively, is vital to pupils. It underpins their cognitive development, reading comprehension and written expression. We aim to enable all pupils to speak with confidence and clarity and aim to build their vocabulary through all curriculum subjects and conversations. Language is taught explicitly at the start of all lessons and pupils are encouraged and expected to use this language within their work and through conversations. Adults around the school model the use of this language. Throughout lessons and series of lessons, the four strands of oracy (physical, linguistic, cognitive, and social and emotional) are interwoven to ensure children make good progress.

Phonics

Children in EYFS and key stage one receive Little Wandle phonics sessions daily. Children are regularly assessed by the phonics lead and grouped according to their phonic ability. Teachers follow the Little Wandle scheme of work, which is closely linked to Letters and Sounds and ensures children learn the 44 common sounds in the English language and are taught how to blend these sounds to decode words. We start teaching phonics in reception where, initially, children develop listening skills and an awareness of sounds in the environment. Through our Collins 'Big Cat' reading scheme, we make sure that pupils read books that are closely matched to their increasing knowledge of phonics and ability to read 'tricky words'; so they experience early reading success and gain confidence that they are readers, as well as consolidating the learning that takes place in school. The 'Big Cat' reading scheme continues throughout the school.

Reading

We believe that reading is a vital life skill that all children deserve to have. Children in EYFS and KS1 have daily group reading sessions as part of the Little Wandle programme. During these sessions, the children spend time with a highly-trained adult exploring how to decode the book in the first sessions, how to read with fluency and expression in the prosody sessions and finally checking their understanding of the text in the comprehension sessions. Through daily reading lessons, children are exposed to a range of high-quality, high-interest texts over a range of styles, genres and

authors. We believe that being read to is vital to secure a love of reading, so time is set aside each day for the class teacher to read the current class novel to the children. Each day, children have whole class reading lessons where they explore the class novel and other high-quality linked texts in a range of genres. During these lessons, the children will discuss their understanding of the texts and the vocabulary used, building a deeper understanding of what they have read. Teachers create questions about the text which cover all of the reading content domain as prescribed by the National Curriculum:

KS1

- Drawing on knowledge of vocabulary to understand texts
- Identifying and explaining key aspects of fiction and non-fiction texts, such as characters, events, titles and information
- Identifying and explaining the sequence of events in texts
- Making inferences from the text
- Predicting what might happen on the basis of what has been read so far

KS2

- Giving and explaining the meaning of words in context;
- Retrieving and recording information from the text;
- Summarising the main ideas;
- Making inferences from the text;
- Predicting what might happen from details stated and implied;
- Identifying and explaining how content is related and contributes to meaning as a whole
- Identifying and how meaning is enhanced through choice of words and phrases
- Making comparisons within the text

Writing

At Grange Primary School we aim to foster a love of writing in our pupils as soon as they start school. Children have set writing lessons daily and planning follows the guidance and objectives of the statutory English curriculum. We have created a bespoke writing curriculum, which centres around core texts linked to the term's topic. This enables children to become immersed in their learning cross-curricularly, drawing on ideas and information from a range of sources for their writing. In EYFS and year 1, children follow the Drawing Club approach for writing. It leverages the children's love for drawing, storytelling and imagination to introduce mark-making, handwriting and creative writing in an immersive, low-stress environment. In year 2 and beyond, children are taught to write in a range of different genres and text types and each unit usually lasts 2-3 weeks. There is an agreed English lesson structure in place throughout the school to ensure a consistently high-quality approach to the teaching of writing.

Within each unit of writing, children:

- are given time to explore well-written examples of writing
- are taught how to tackle writing in a range of genres
- are given time for role play and speaking and listening activities
- work as a class to 'shared write' an example text
- write and edit their own writing, at first with support and then independently
- are often given chances to 'publish' their work for particular purposes throughout the year.

Spelling and grammar

At the start of the school year, children learn and revise the basics of grammar and punctuation through 'The Place Value of Punctuation and Grammar'. This gives children a good start and sets out the expectations for their writing. Grammar is then taught throughout writing lessons in line with age-related expectations, with one separate lesson each week to focus on key gaps in knowledge. Phonics and spelling are taught daily across the school with children in key stage one working through the Letters and Sounds phases and moving on to follow the Little Wandle spelling programme in year 2. Children in year 3 and beyond move onto the Scode programme for spelling, which links closely to Little Wandle, ensuring children's learning flows naturally. This programme ensures that all spelling patterns are covered in each year group and spelling lessons give children a chance to learn the spelling rules and practise the spellings in a range of engaging ways ready to use in their writing.

Handwriting

Children are expected to write in a neat style, ensuring letters are formed correctly and have the correct position and orientation. In EYFS, children are taught print handwriting and then in year 1, children move on to pre-cursive handwriting, learning the lead out strokes required to join handwriting. Once children have a good understanding of this, they are taught to join their handwriting, ensuring that they join different letter patterns correctly. It is an expectation that children use their neatest handwriting in all of the work that they do. Teaching staff throughout the school are expected to model a cursive script in their own writing, on boards, in books and through displays and lettering to consolidate children's learning.

Assessment

Assessment for learning takes place throughout lessons and teachers have the knowledge and expertise to support or extend children where appropriate to ensure that all children reach their full potential. Children are assessed regularly to ensure they are making good progress and to identify and address gaps in learning. In EYFS, year 1 and 2, children are regularly assessed in phonics to ensure that they are making progress, place them in the appropriate phonics class and to set interventions for those who may need it. In years 1-6, children sit PiXL reading, maths, grammar and spelling assessments 4 times a year. These assessments allow teachers to clearly see individual and group gaps in learning to ensure that pupils are able to make good progress. Children's writing is also assessed regularly throughout the year against criteria taken from the National Curriculum. Pupil progress meetings are held to discuss progress, attainment, next steps and interventions that need to be put into place. Statutory assessments take place throughout the year in a range of year groups and inform teaching and learning throughout the children's time at Grange Primary School:

- EYFS 'Good level of development' at the end of the reception year
- Year 1 phonics assessments
- Year 2 SATs assessments
- Year 4 multiplication times table check
- Year 6 SATs assessments

Cross-curricular links

We build in opportunities for cross-curricular learning of English and literacy skills, making sure that the links with other curriculums are natural and not forced. This will be achieved through activities in other subjects such as:

- Annotating sources
- Group discussions
- Comprehension
- Topic research

Inclusion

We set high expectations for all pupils, and will support all pupils to develop their skills in English, literacy and reading – including:

- Pupils learning English as an additional language (EAL)
- Pupils with SEND
- Disadvantaged pupils
- Those who are known (or previously known) to children's social care
- Pupils who may face other barriers to their learning and/or wellbeing

Rather than differentiating work and setting different tasks for groups of pupils, all pupils are supported to achieve the same results as their peers through scaffolding.

Adaptation

We will provide suitable adaptation to make sure that every pupil makes maximum progress in English and literacy, by:

- Recognising where some pupils need specific help with their English skills – for example, if they have dyslexia, are learning English as an additional language, or lack phonic confidence in writing – and providing appropriate support
- Providing resources such as phonics mats and writing frames to scaffold pupils' learning
- Identifying pupils who would benefit from more support in an area of their English learning, and running small intervention groups for targeted support each week to aid their progress and attainment. We will monitor these closely to move pupils in and out of these groups as needed
- Making sure pupils who need it are challenged using additional, more demanding and open-ended tasks and planned challenges within each lesson

Marking and feedback

Feedback will clearly explain to pupils what they're doing well, and what they need to do next to continue to improve their work. Children's work is marked daily in line with the marking policy. Children are given feedback by means of pink, green and purple highlighters. Children have a good understanding of the marking policy and know where they have achieved well and where they may need more support. Feedback is predominantly given verbally throughout lessons to be more meaningful to the children.

Monitoring, assessment and moderation

Monitoring

We will monitor the teaching and learning of English, literacy and reading in our school to make sure that all of our pupils make the best possible progress from their starting points. We will also monitor to identify gaps in pupils' learning.

School leaders and the English lead will monitor and evaluate the impact of teaching on pupils' learning through:

- › conducting learning walks
- › reviewing marking and feedback
- › termly pupil progress meetings
- › gathering input from the school council
- › planning and book scrutinies
- › discussions with class teachers, support staff and pupils

Assessment

We will track pupils' progress using a combination of formative and summative assessment through ongoing formative assessment throughout every lesson, in-class summative assessment and formal summative assessment at the end of each Key Stage.

Our pupils will sit the following formal assessments:

- The phonics screening check at the end of year 1
- National Curriculum tests in the summer terms at the end of KS1 and KS2
- KS1 and KS2 grammar, punctuation and spelling (GPS) tests

We will provide regular targets for pupils, and provide termly verbal reports against these at parents' evenings. Pupils will receive a written report at the end of each academic year.

Moderation

We hold regular moderation meetings as a school to explore writing samples to:

- demonstrate how pupils' work meets National Curriculum attainment targets for KS1 and KS2, to help with assessment
- make sure staff have a consistent approach to marking pupils' work

We will refer to the exemplification materials for KS1 and KS2 from the Standards and Testing Agency (STA) to support with this. We will moderate teacher assessments of reading and writing at least termly. We also attend local moderation meetings to validate our teacher's judgements of pupils' writing.

Learning environment

Pupils will learn English and literacy in spaces that:

- are well-organised
- contain appropriate and good-quality resources for pupils to refer to (in a space where they can find or see them easily)
- have minimal distractions

- display letter cards and posters showing grapheme-phoneme correspondences that match our school's phonics teaching programme

Resources

Books

We will select and use books that meet the recommendations in the 2023 reading framework, including that they:

- cover a wide range of subjects and vocabulary
- elicit a strong emotional response
- have a strong narrative
- have illustrations that are engaging and reflect children from all backgrounds and cultures
- include fiction, non-fiction, modern and traditional stories

Once we have chosen our books, we will:

- identify a core set of stories for each year group
- refresh the list regularly (at least once a year), as new books are published and as our school welcomes new teachers
- share the list with parents and carers, and explain its purpose, so they can buy or borrow the books

Book corners

We have book corners in each of our EYFS and KS1 classrooms. In KS2, we have a communal book area outside the classrooms that all pupils have access to.

When visiting their book corner, pupils will be able to:

- browse the books
- revisit the ones the teacher has read to them
- borrow books to read or re-tell at home
- spend time there

When arranging the book corner, teachers will display books clearly and in an engaging way.