Grange Primary School

English Policy

Updated: Autumn 2025

To be reviewed: Autumn 2026

Aims

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.

Our aim at Grange Primary School is to provide high-quality teaching and learning experiences in English so our children become enthusiastic, confident and independent users of language, both spoken and written. Therefore, we will:

- set high expectations so our children will achieve their full potential.
- respond to our pupils' diverse learning needs in accordance with guidelines in the National curriculum by providing a broad and balanced language curriculum.
- develop pupil's abilities and enthusiasm with an integrated programme of speaking, listening, reading and writing.
- provide pupils with opportunities to consolidate, practise and develop new English skills across the curriculum.
- encourage confidence and enjoyment in writing, reading, speaking and listening

During their education at Grange Primary School, we aim for all our children to:

- have an interest in books and read for enjoyment whilst developing the skills to read a range of texts fluently and with good understanding;
- practise, consolidate and develop English skills across the curriculum;
- speak and listen confidently and respond appropriately to different audiences;
- be effective, competent communicators within a range of groups in both formal and informal contexts;
- read and write with confidence, fluency and understanding for a range of purposes and audiences;
- use a range of strategies to self-assess, edit and refine their own writing;
- develop their powers of imagination, inventiveness and critical awareness;
- have an interest in words and their meanings and develop growing vocabulary;
- through the teaching of phonics develop an understanding of the spelling system;
- understand how grammar and punctuation is used, building on skills throughout school and applying this knowledge when reading and writing; and
- develop a legible, fluent and cursive writing style.

<u>Key areas within English:</u>

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. 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 in and 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