

English Policy

September 2026



Review September 2028

Contents

1. Legal framework
2. Roles and responsibilities
3. Early years foundation stage (EYFS)
4. Teaching and learning
5. A graduated approach: adaptive teaching and intervention for SEND
6. Planning
7. Homework
8. Assessment and reporting
9. Cross-curricular links
10. Equal opportunities
11. Monitoring and review

Appendix: English programmes of study, key stages 1 and 2

Introduction

Sound English skills are essential for progress across the curriculum and to prepare pupils effectively for the tasks of adult life.

All teachers have a responsibility to develop pupils' competence in reading, writing, speaking and listening in their own subjects, and to ensure that pupils become competent users of language who can access the curriculum effectively and achieve their potential.

Kirklevington Primary School:

- Recognises the effect that a confident, fluent and coherent understanding of English will have on a pupil's progress, both inside and outside of the school environment.
- Understands how a strong grounding in English will impact the future learning and development of a pupil in all aspects of their life.
- Provides a balanced and broad curriculum which encompasses writing practice, including handwriting, spelling, widening vocabulary, and writing for different styles, purposes and audiences, as well as focusing on spoken English, reading, grammar and pronunciation.
- Ensures that all staff members are aware of the planning, assessment, teaching and learning requirements for the English curriculum.
- Ensures that all pupils know how to plan, practise and evaluate their work.
- Ensures that all pupils understand all elements of English, as per the national curriculum.

- Ensures that a graduated, adaptive approach is used so that all pupils, including those with SEND or who need additional support, can access and make progress in the English curriculum.

Intent

Our vision for English

Our curriculum is designed to meet and address the needs of the children who attend our school. It is ambitious, inclusive, broad and balanced. It is designed to provide a progression of knowledge, skills and vocabulary with clear end points, at the end of key phases in school. The threads 'Be ready, Be Respectful and Be Safe' provide the intent of our curriculum design and are implemented throughout each subject.

Characteristic	What does this look like at Kirklevington Primary School?
Be Ready	• Be ready to learn - by developing the knowledge, skills and vocabulary needed to become confident readers, writers and speakers. • Be ready to read - by developing a love of reading and engaging with a rich and diverse range of high-quality texts, authors, poets and playwrights. • Be ready to communicate - by developing our speaking and listening skills and learning to express our thoughts, ideas and opinions clearly and confidently. • Be ready to write - by developing our grammar, vocabulary and imagination so that we can communicate effectively and creatively for a range of purposes. • Be ready to be independent - by making choices about the texts we read, the writing we produce and the resources we use to support our learning. • Be ready to challenge ourselves - by applying and developing our English skills across different subjects, situations and contexts. • Be ready for the future - by becoming proficient readers, writers and confident communicators who have the knowledge, skills and confidence to succeed in life.
Be Respectful	• Be respectful of others - by listening carefully, taking turns and working positively and cooperatively with those around us. • Be respectful of different views - by valuing the thoughts, opinions, choices and beliefs of others, even when they differ from our own. • Be respectful of different cultures and experiences - by exploring a diverse range of texts that help us understand and appreciate the world around us. • Be respectful of our rights and the rights of others - by developing our understanding of children's rights and our responsibilities as local and global citizens. • Be respectful of everyone's voice - by using our English skills to express our own ideas and opinions thoughtfully through speaking, discussion, debate and writing.

	• Be respectful of our environment - by exploring environmental issues and using our communication skills to encourage positive change and care for the world around us. • Be respectful of our learning environment - by taking care of our books, resources and equipment and using them responsibly.
Be Safe	• Be safe and confident learners - by creating a supportive English environment where everyone feels able to participate, make mistakes and ask for help. • Be safe when we communicate - by using our speaking and listening skills appropriately to discuss concerns, resolve difficulties and support one another. • Be safe by knowing how to seek help when we find learning difficult or have a worry or concern, and understand who we can talk to for support. • Be safe online - by learning how to use technology responsibly and understanding the importance of online safety, including how to respond to and report online bullying. • We use our English skills to promote safety by writing for purposeful audiences and communicating messages that help keep ourselves and others safe in school and the wider community. • We understand the importance of English in keeping us safe and informed by developing the skills needed to understand, question and communicate information in the wider world. • Be safe by following agreed rules and expectations when using technology and other resources, helping to create a safe and positive learning environment for everyone.

1. Legal framework

This policy has been created with regard to the following statutory guidance:

- DfE (2013) 'English programmes of study: key stages 1 and 2'
- DfE (2017) 'Statutory framework for the early years foundation stage'
- DfE (2014) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

- SEND Policy
- Teaching and Learning Policy
- Reading and Phonics Policy
- Equality Policy
- Assessment Policy

2. Roles and responsibilities

The Head of School is responsible for:

- Appointing an appropriate Subject Leader.
- Ensuring that appropriate procedures are in place for reporting and managing accidents.
- Ensuring that effective health and safety procedures are in place.
- Completing a risk assessment.

The Subject Leader is responsible for:

- Ensuring staff provide effective learning opportunities for pupils.
- Helping to develop colleagues' areas of expertise in English.
- Organising the deployment of resources and carrying out audits of all related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the senior leadership team (SLT), as appropriate.
- Leading staff meetings and providing staff members with appropriate training.
- Organising, providing and monitoring CPD opportunities regarding English skills.
- Ensuring common standards are met for recording and assessing pupils' performance.
- Advising on the contribution of English in other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of English in subsequent years.

The classroom teacher(s) is/are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' English skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Using a graduated approach to identify and respond to pupils who need adaptive teaching or additional support to access the English curriculum.
- Liaising with the subject leader and SENDCO about key topics, resources and support for individual pupils.

- Monitoring the progress of pupils in their class and reporting this on a termly basis.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach English.

The special educational needs coordinator (SENDCO) is responsible for:

- Liaising with the Subject Leader in order to implement and develop specialist English-based learning throughout the school.
- Supporting staff in applying the graduated approach (assess, plan, do, review) to pupils with SEND or additional needs in English.
- Organising and providing training for staff regarding the English curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff on how best to support pupils' needs, including through adaptive teaching and targeted intervention.
- Advising staff on the inclusion of English objectives in pupils' individual education plans (IEPs) or support plans.
- Advising staff on the use of teaching assistants (TAs) in order to meet pupils' needs.

The pupil is responsible for:

- Ensuring they complete work on time and to the best of their ability.
- Ensuring they behave in accordance with the Behaviour Policy.

3. Early years foundation stage (EYFS)

All pupils within the EYFS are taught to develop their English skills as an integral part of the topic work covered during the academic year, with all English objectives underpinned by the areas of learning and development that are required to shape educational programmes in early years settings.

In Reception, children take part in daily phonics sessions using the Little Wandle Letters and Sounds Revised scheme, which continues into Year 1 and, where appropriate, into Year 2 for children who need to continue their phonics journey. Alongside this, Reception children develop their writing through Greg Bottrill's 'Drawing Club' approach, moving through a clear progression from a drawing with a letter, to a drawing with a word, to a drawing with a caption, and finally to a drawing with a full sentence. Drawing Club is accessible to children both independently within continuous provision and through focused small-group sessions with a teacher, so that every child has regular opportunities to practise and extend their mark-making and writing.

There is a strong emphasis on oracy and vocabulary in the EYFS, as there is throughout the rest of the English curriculum; talk and vocabulary development are the golden thread that runs

through all English teaching at Kirklevington Primary School. When a child is ready, they also begin to use the Letterjoin scheme in Reception, starting with letter shapes, to build the foundations for a fluent, joined handwriting style later in the school. This sits alongside a strong emphasis, from the earliest stage, on children sitting correctly and using a correct pencil grip, so that good habits are established before they are practised at speed.

In accordance with the English area of the early learning goals outlined in the 'Statutory framework for the early years foundation stage' (2017), pupils will be taught to listen to stories, accurately anticipating key events, and to respond to what they hear with relevant comments, questions or actions; to answer 'how' and 'why' questions about their experiences and in response to stories or events; and to use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They will develop their own narratives and explanations by connecting ideas or events, become confident speaking in a familiar group, talk about their ideas, and choose the resources they need for their chosen activities, while working as part of a group or class and understanding and following the rules.

Pupils will also be taught to read and understand simple sentences, using phonic knowledge to decode regular words and read them aloud accurately, as well as to read some common irregular words, and to demonstrate understanding when talking with others about what they have read. In writing, pupils will use their phonic knowledge to write words in ways which match their spoken sounds, write some irregular common words, and write simple sentences which can be read by themselves and others, spelling some words correctly and others in a way that is phonetically plausible. Finally, pupils will use everyday language to talk about size, weight, capacity, position, distance, time and money, in order to compare quantities and objects and to solve problems.

4. Teaching and learning

Children are taught English daily across the school. At the start of every academic year, children in Years 1 to 6 begin with Grammarsaurus PGPV units, which ensures children have secure basic grammar, punctuation and vocabulary skills in place before moving on to more extended pieces of writing. Writing is based around high-quality texts, and units are sometimes built around a film to engage and motivate children. Our process for teaching writing in Years 1 to 6 follows a consistent sequence: the text type is introduced; children are taught the features of that text type; vocabulary is explored through WAGOLL (What A Good One Looks Like); children write their own version; the teacher models how to edit and improve writing; and children then edit and improve their own writing. An extended piece of writing is recorded in children's books roughly once every two weeks, allowing time for the teaching sequence above, including planning, drafting, editing and improving, to be completed thoroughly.

Children in Years 1 to 6 practise handwriting three times a week, using the Letterjoin scheme to ensure handwriting teaching is progressive and consistent across the school, and there is a strong emphasis at Kirklevington Primary School on children sitting correctly and using a correct pencil grip, which is modelled and checked consistently by all staff. Grammatical errors are corrected on written work by classroom teachers, and discussed orally with pupils where necessary, and classroom teachers use high-quality resources which effectively model English skills and demonstrate good practice. Pupils are encouraged, by their classroom teachers, to discuss their English skills with their peers and with the whole class before beginning their written work, and are given sufficient time to discuss, plan and edit their work. Writing frames and scaffolds are provided for pupils who are less confident, in order to develop their writing and handwriting skills.

To broaden pupils' vocabulary and improve understanding, classroom teachers send home spelling lists and key words for pupils to practise, use displays of key words linked to topics and subjects, and give pupils regular practice using the correct vocabulary orally. Lessons are dedicated to word patterns and choices, the use of dictionaries and thesauruses is encouraged, and pupils read a variety of texts to explore new vocabulary, with one-to-one support provided where necessary. Oracy and vocabulary are a golden thread that runs throughout our English curriculum, from Reception's Drawing Club through to formal debate and presentation in Key Stage 2; speaking and listening are commented on where appropriate in pupils' books, with positive work and progress rewarded using reward stickers and certificates. Structures such as collaborative group work are used to ensure active participation in group and class discussions, and pupils are provided with checklists to self-assess their work and the work of peers, so they can share ideas and evaluate work effectively.

The classroom teacher, in collaboration with the Subject Leader and SENDCO, will ensure that every pupil's needs are met by setting tasks which can have a variety of responses, providing resources of differing complexity according to the ability of the pupils, utilising TAs to ensure that all pupils are satisfactorily supported, and applying the graduated approach set out in Section 5 for any pupil who needs adaptive teaching or additional intervention.

5. A graduated approach: adaptive teaching and intervention for SEND

Kirklevington Primary School is committed to ensuring that every child, including those with special educational needs and disabilities (SEND) and those who may need additional support at any point in their time at school, can access the English curriculum and make good progress from their individual starting point.

We use a graduated approach, in line with the SEND Code of Practice, of assess, plan, do, review, and this cycle is repeated, with increasing detail and frequency, to identify and match provision to the needs of individual children. At the assess stage, the class teacher, working with the SENDCO where appropriate, identifies a child's specific strengths and needs in English through ongoing formative assessment, structured observation and, where needed, more formal assessment tools. At the plan stage, the teacher and SENDCO agree the outcomes sought, the adjustments, adaptive teaching strategies and any additional support or intervention to be put in place, and share this with parents/carers and the child, where appropriate. During the do stage, the class teacher remains responsible for working with the child on a daily basis, with support from teaching assistants and, where relevant, external specialists, to implement the agreed adaptive teaching and intervention. Finally, at the review stage, the impact and quality of the support is evaluated, in collaboration with parents/carers and the child, and the plan is revised in light of the child's progress and outcomes.

Adaptive teaching

Adaptive teaching, rather than a fixed approach for a group or label, is used to remove barriers to learning so that every child can access high-quality first teaching. Within English lessons, this may include pre-teaching key vocabulary or concepts before a lesson so a child can engage confidently with the main teaching, and breaking learning down into smaller, more manageable steps, with additional modelling and worked examples. Teachers may provide writing frames, word mats, sentence stems, visual prompts or a scribe/reader where this supports access to the curriculum without lowering expectations of what a child can achieve, and may adjust the level of a text or the

length of a task while keeping the same learning objective, so a child works on the same skill at an appropriate level of challenge. Additional adult support is used flexibly within the classroom, guided by teacher planning rather than a permanent one-to-one arrangement wherever possible, to build independence, and children with SEND continue to have access to Little Wandle phonics, Letterjoin handwriting and other whole-school approaches, adapted as needed, so that they follow the same core provision as their peers wherever possible.

Intervention

Where a graduated approach shows that a child needs more than adaptive teaching alone, targeted intervention is put in place. This may include additional phonics or reading practice, such as Little Wandle keep-up or catch-up sessions, delivered in small groups or one to one, and pre- or post-teaching sessions linked to the current English unit, to consolidate vocabulary, grammar or writing skills. Handwriting intervention, using Letterjoin resources, is provided for children who need further practice with letter formation, pencil grip or fine motor control, and speech, language and communication support is put in place where oracy and vocabulary needs have been identified, working with outside agencies where necessary. Bespoke support is agreed through an individual education plan (IEP) or support plan for children with a more complex or long-term need. The impact of all intervention is monitored regularly by the class teacher and SENDCO, and is adjusted or stepped down as a child's needs change, so that support remains proportionate and effective. The progress of pupils with SEND is monitored by the SENDCO in line with the school's SEND Policy.

6. Planning

The school creates long-term, medium-term and short-term plans for delivery of the writing curriculum. Long-term plans include the units studied in each term during the key stage; medium-term plans include the details of work studied during each term; and short-term plans include the details of work studied during each lesson. Teachers are responsible for reviewing and updating short-term plans, building on the medium-term plans, taking into account pupils' needs, including any adaptive teaching or intervention required, and identifying the methods in which units could be taught. All relevant staff members are briefed on the school's planning procedures as part of their staff training, and English is taught both as a discrete lesson and as part of cross-curricular themes where appropriate. Teachers use the key learning content in the DfE's statutory guidance 'English programmes of study: key stages 1 and 2' (2013).

Lesson plans demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning, with a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups. Long-term planning outlines the units to be taught within each year group, while medium-term planning outlines the vocabulary and skills that will be taught in each unit of work, highlights opportunities for assessment, including identifying planned points for pre-teaching or intervention, and identifies learning objectives, main learning activities and adaptations between units of work; these medium-term plans are shared within the Staff Shared Folder to ensure progression between year groups. Short-term planning is used flexibly to reflect the objectives of the lesson, the success criteria and the aims of the next lesson.

Schemes of work for phonics (Little Wandle), grammar (Grammarsaurus PGPV) and spelling are used when developing lesson plans, to ensure developmental learning that builds on pupils' prior

knowledge, so that all English activities build upon what a pupil already knows and pupils of all abilities are given the opportunity to develop their skills, knowledge and confidence, ensuring progression through increasing challenge. All lessons have clear learning objectives, which are shared and reviewed with pupils. Writing is modelled to children, with an extended piece of writing recorded in books roughly once every two weeks, and we use high-quality resources, including The Literacy Shed, Pie Corbett and Adam Bushnell, alongside Grammarsaurus PGPV, to inspire and enthuse our children to write. Children are expected to contribute, using whiteboards, to the modelling of shared writing, and to use the correct grammatical terminology at all times. In Key Stage Two, teachers also plan homework in a variety of formats, including reading, writing, speaking and comprehension tasks, to ensure positive learning for pupils through different teaching techniques.

7. Homework

Homework is set on a weekly basis and follows and builds upon the week's lesson objectives. It is varied according to the different abilities of pupils, including its difficulty and the time required to complete it, and is adapted for pupils with SEND where needed. Homework focuses on numerous aspects of English, for example handwriting practice, reading and expanding vocabulary.

All children from Year 1 upwards are given weekly spellings to learn, which they are tested on on a Friday. For children in Year 1, these spellings are linked to their Little Wandle sessions; across Years 1 to 6, spellings are based on that week's learning about morphology in spelling sessions, using Spelling with Grammarsaurus. In Year 6, children may also be given additional comprehension and grammar homework to help prepare them for their SATs and for secondary school.

All children are expected to aim to read at least three times a week with an adult at home.

8. Assessment and reporting

Pupils are assessed and their progress recorded termly. Children in the EYFS are assessed in accordance with the 'Statutory framework for the early years foundation stage' (2017), in order to identify each child's strengths and identify any areas where progress is below the expected level, and an EYFS Profile is completed for each pupil in the final term of the year in which they reach age five. The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'.

Throughout the year, teachers plan ongoing, creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives, including talking to pupils and asking questions, discussing pupils' work with them, marking work against the learning objectives, pupils' self-evaluation of their own work and their peers' work, and classroom tests and formal assessments.

Teachers attend regular meetings to discuss the progress of pupils, and regularly monitor progress during lessons, considering questions such as whether the writing is legible, whether letters are in the correct shape, whether the space between words, lines and letters is appropriate, and whether the size of the writing is appropriate, alongside how many pupils are achieving the standards set out in the national curriculum. For reading and speaking, teachers consider whether

there is undue hesitation when reading, whether the pupil can decipher an unknown word, whether the pupil is confident with reading aloud, and whether the pupil can speak with confidence, together with whether the pupil is making the expected progress set out in the national curriculum, or the progress set out in their individual plan.

Formative assessment, carried out informally throughout each lesson, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning, while summative assessment results are passed to the relevant members of staff, such as pupils' next teachers, to demonstrate where pupils are at a given point. Summative assessments are also used at the end of a unit of work, where teachers make a judgement about the work of each pupil in relation to the national curriculum and use this to inform future teaching and learning. Formal tests are used three times per year (termly), and in Year 1, once towards the end of the academic year, to measure each pupil's attainment in all areas of English, and these results are shared with parents. Parents are provided with a written report about their child's progress during the Summer term every year, which includes information on pupils' attitudes towards English and their progress, and parents are given an opportunity to discuss this report with the relevant teachers; verbal reports are also provided at parent-teacher consultations during the Autumn and Spring terms. The progress of pupils with SEND is monitored by the SENDCO, using the graduated approach set out in Section 5.

9. Cross-curricular links

The English skills developed in English lessons are applied in every lesson conducted in accordance with the national curriculum, as English skills form the basis for all other future skills.

Mathematics

English skills contribute greatly to mathematics: EYFS children encounter patterns, spaces and shapes in English lessons, and as pupils progress, they learn a wider vocabulary which includes mathematics-specific terms. Children in KS1 also come across stories that involve rhymes including counting and sequencing.

Science

Pupils are expected to engage in research during science lessons, and English skills are used here for writing a range of reports, and for verbally explaining their findings to the class and to a teacher.

Other Foundations subjects: history, geography and religious studies. These subjects require technical, subject-specific vocabulary, so English skills are used when learning this new vocabulary, and research is also required for these subjects, meaning the register in which work is written often needs to be adapted depending on the task set.

Oracy through opportunities for Drama

English skills are fundamental for oral expression, and effective English skills help a pupil feel confident taking part in group tasks and class discussion or performance.

Computing

Using computer software, such as Word, develops a pupil's understanding of vocabulary, sentence structure and grammatical rules.

10. Equal opportunities

All pupils have equal access to the English curriculum, and gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing English lessons. Where English is an additional language (EAL), additional support and adaptations will be provided for the pupil. Where it is inappropriate for a pupil to participate in a lesson due to reasons related to any of the factors outlined above, the lesson is adapted to meet the pupil's needs, using the graduated approach set out in Section 5, and alternative arrangements involving extra support are provided where necessary. Cultural and gender differences are positively reflected in lessons and the teaching materials used.

11. Monitoring and review

This policy will be reviewed biannually by the Subject Leader. The Subject Leader, as well as the SLT, will monitor teaching and learning in English at Kirklevington Primary School, ensuring that the content of the national curriculum is covered across all phases of pupils' education, and any changes made to this policy will be communicated to all teaching staff.