



Eastling Primary School English Policy

**Date: September 2025
Review Date: September 2026**

At Eastling Primary School, we recognise that literacy and communication are fundamental life skills. Through our English curriculum, we aim to equip children with the abilities to communicate effectively and creatively in both spoken and written forms. Our goal is to foster a lifelong love of reading and writing, enabling pupils to express themselves confidently and appreciate the richness of literature.

Literacy is at the heart of all children's learning. Literacy enables children both to communicate with others effectively for a variety of purposes and to express their own feelings and ideas. Literacy is central to children's intellectual, emotional and social development. It has an essential role across our curriculum and helps pupils' learning to be coherent and progressive.

Aims

We strive to:

- Develop pupils' ability to use spoken and written language to communicate effectively across various contexts, purposes, and audiences.
- Cultivate a love for reading, encouraging pupils to read for pleasure and information.
- Enhance vocabulary acquisition, understanding of grammar in context, and spelling proficiency.
- Promote clear, accurate, and coherent writing, adapting language and style as necessary.
- Encourage self-reflection and independence in the writing process, including editing and refining work.
- Recognise and support individual starting points, ensuring all pupils can celebrate success.

Curriculum Intent

Our English curriculum is designed to:

- Provide a systematic approach to teaching phonics, spelling, punctuation, and grammar.
- Plan knowledge, skills, and understanding across reading, writing, and grammar.
- Extend vocabulary and oracy through explicit teaching and contextual use.
- Integrate English skills across the curriculum, ensuring coherence and progression.
- Offer opportunities for pupils to verbalise their learning, demonstrating understanding through discussion and reflection.

Implementation

- To enable children to build up their skills of independent writing over a longer time to ensure quality and understanding.
- To plan for the knowledge, skills and understanding that the children will gain from each English unit of work so that links are made between reading, GPaS and writing.
- To plan vocabulary that the children will be taught, so that all children's vocabulary is being extended.
- Teaching supports links across the curriculum so that English teaching is not seen as stand alone, but a key to learning the whole curriculum.

Impact

- Greater connections being made for children to see how English links to the rest of the curriculum.
- Vocabulary is planned for in the writing process, displayed in the classroom environment and explicit vocabulary lessons are taught in reading.
- Children are able to verbalise their learning to demonstrate their understanding in English.

Organisation and Methodology

Foundation Stage

In Reception, children have daily discrete phonics lessons. Children have the opportunity to participate in Guided Reading and Shared reading sessions on a regular basis. Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities.

Key Stage 1

In Key Stage 1, daily discrete phonics lessons continue, while children have daily English lessons with an emphasis on real texts. Children take part in both whole class and individual reading sessions and have regular story times to develop a love of reading. English skills are embedded across the curriculum. Provision is made for children who require extra support through adaptive class teaching, targeted teaching groups and intervention programmes in Literacy and reading comprehension sessions.

Key Stage 2

In Key Stage 2, children have daily English lessons including the teaching of Reading. Spelling and grammar skills are embedded within English lessons. Additional sessions include Spelling Shed spelling activities and handwriting practise. English skills are developed across the curriculum. Provision is made for children who require extra support through targeted teaching, adaptive resourcing and intervention programmes where necessary.

Writing

We aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Our approach to teaching writing covers the 'transcription' and 'composition' requirements of The National Curriculum (2014).

Reading

We use the Super Sonic Phonic friends validated phonics scheme to teach phonics discretely in EYFS and Key Stage 1, in order to enable children to decode words. Children are given a phonics book matched to their learning of letters and sounds to take as their home reader in order to provide continuity in the teaching of phonics, as well as fostering the links to reading. Banded books continue into KS2 and where individual cases arise, intervention and additional support is given. 'RIC' is used in infants, and 'ERIC' is used in KS2 to explicitly teach skills from the reading domains.

All classes have a classics reading list and a class library in addition to the school library and outdoor reading shed.

Teachers model reading strategies during shared reading sessions, whilst children have the opportunity to develop reading strategies and to discuss texts in detail during guided reading sessions. In KS1 children also have the opportunity to read 1-1 with an adult at least once a week.

Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books, i.e. 'Book Week'. Book Weeks include visits by published authors, theme days and reading challenges.

Speaking and Listening

We recognise the importance of spoken language in pupils' development across the whole curriculum - spoken language underpins the development of reading and writing. In EYFS, children who have a low baseline for Speaking and Listening are given specific Speech and Language intervention. Children are encouraged to develop effective communication skills in order to prepare them for adult life.

Opportunities to develop these skills include class debates, assemblies, talk partners, drama and Christmas and end of year performances. All of these speaking and listening skills are taught in English, across the curriculum and during extra-curricular activities too.

Monitoring and evaluation

Monitoring of the standards of children's work and of the quality of teaching in English is the responsibility of the subject leader and SLT. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for English in the school. As part of this monitoring process, the subject leader will conduct observations, book scrutiny and pupil voice surveys. The subject leader gives the

Head teacher a summary which evaluates strengths and weaknesses in the subject, and indicates areas for further development. The headteacher allocates regular management time to the subject leader so that she can review samples of work, conduct pupil voice surveys and undertake lesson observations of English teaching across the school. Named members of the school's governing body are briefed to oversee the teaching of phonics, reading and writing. These governors meet with the subject leader throughout the year to review progress.

Assessment

All English learning is assessed in line with the whole school assessment policy. Teachers will assess children's work in English against the objectives for the Year group/Key Stage area. This will inform assessment against the statements for the 2014 National Curriculum. These test a child's ability to recognise words, comprehend, decode and spell. Pupil understanding of phonics is assessed using formal half-termly tests and tracking, as well as the Phonics Check at the end of Year 1. Further up the school, children's ability to understand texts is also assessed via the NTS Assessments. At the end of Key Stage 1 and 2, TAFs (Teacher Assessment Frameworks) will be used to evidence and assess data on a National basis and Key Stage 1 and 2 SAT tests will assess children's understanding of Reading and GPaS.

Teacher assessment results are reported to the Headteacher, SLT and governing body termly to ensure progress is monitored. Moderation of teacher's judgements will take place each term, ensuring that judgements are consistent both across the school and in the RSCG.

SEND Provision

For children who have SEND that affect their ability to learn in English lessons (Reading, Writing and GPaS), such as dyslexia, this will be clearly stated on the child's individual learning plan and expectations may differ depending on the needs and ability of the child. Teaching staff are aware of alterations that can be made to support the learning experience for children with these difficulties. Additional resources such as coloured overlays, writing slopes, additional prompts, adapted resources or activities, may be provided to aid the individual in being confident to progress in English from their individual starting points.

Classroom Environment

In all classrooms, an English display should be clearly evident. This should be up to date with the latest learning focus, complete with examples of children's work and there should also be an area to display prompts for GPaS. All classrooms should have an engaging reading area, with built in opportunities for the children to access this throughout the day. Opportunities should be taken to develop children's vocabulary and so displays across the curriculum should display key words (topic, science) so that they can be utilised by the children. Non-negotiables for English should also be displayed to remind children of the expectations in each year group.

Home/school links

At Eastling Primary School, we believe that parental support is vital to aid the progress of the children. We aim to involve our parents in English learning as much as possible through:

- Parent Meetings
- Parent Readers
- Learning Together workshops – phonics, little library
- A clear overview of English learning on the school website
- Clear communication via the child's reading record.
- End of year reports.