



Jacksdale Primary School & Nursery

ENGLISH POLICY

Reviewed: July 2025

Next review due: July 2026

At Jacksdale Primary and Nursery School we believe that the quality of the English curriculum should develop a love of reading, writing and discussion. We aim to inspire an appreciation of the English language and develop the habit of reading widely and often, which will in turn, enhance pupil's writing skills.

We recognise the importance of nurturing a culture where children take pride in their work, write clearly and accurately and adapt their language and style for a range of contexts. We want to inspire children to be confident speakers and listeners who can use their skills of communication to further their own learning.

All teachers have a responsibility to develop pupils' competence in reading, writing, speaking and listening. We ensure that pupils become confident users of language, enabling them to access the curriculum effectively and achieve their potential.

Our well organised English curriculum provides numerous opportunities for reading, writing and discussion throughout English lessons and the wider curriculum.

At Jacksdale Primary School, it is our intention that all children, by the end of Year 6 can:

- Read and write with confidence, fluency and understanding
- Develop a love of books and read for enjoyment
- Talk confidently with and listen to their peers and adults in a variety of situations
- Use legible, joined handwriting
- Have an interest in vocabulary and the meaning of words, using this skill to be able to spell effectively
- Understand a range of text types and genres so that they can write in a variety of styles
- Have a love of writing and understand the importance of being able to write accurately.

Implementation

Successful learning in English should come from subject knowledge and well-planned teaching. A range of teaching strategies are used, such as: modelling, scaffolding, shared writing, targeted questioning and discussing and challenging ideas. Within lessons, teachers plan for whole class, individual, group and paired work.

Early Years and KS1

Provision for English in the Foundation stage is in line with the 'Statutory framework for the early years foundation stage' (2021). Speaking and listening skills are vital at this early stage and adults support the children to build on their language skills in a range of ways, such as:

- Reading and talking about stories, songs and rhymes to build familiarity and understanding
- Retelling a familiar story using exact repetition and their own words
- Talking about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
- Using recently introduced vocabulary
- Offer explanations for why things might happen, making use of new vocabulary from stories, non-fiction, rhymes and poems as appropriate
- Re-reading books to build up their confidence in word reading, their fluency, understanding and enjoyment
- Facilitating small group, class and one to one discussion

Emergent writing is promoted, encouraged and modelled by staff and children have access to writing areas in the classroom. Early reading skills are taught from the start of Nursery following the Read, Write Inc programme and children move through the different phases with a carefully structured scheme. As children develop their phonetic skills, they will begin to write with purpose during these daily sessions. Letter formation is taught through handwriting sessions and pupils continue to develop their fine motor skills to enable them to effectively hold pencils and writing tools.

In KS1, children continue to follow the Read Write Inc (RWI) programme to teach early reading and writing skills in KS1. It is specifically designed to engage pupils in daily lessons to develop their knowledge of phonics. Pupils work in targeted groups and they are assessed regularly to ensure they make continual progress within the programme.

During the lessons, a range of engaging texts are used which are appropriately pitched to the learners' phonetic knowledge, allowing them to apply their skills in a meaningful context. Children are encouraged to read both independently and collaboratively, fostering a sense of confidence and enjoyment in reading. Writing sessions complement the reading focus, where children are guided in forming letters correctly and structuring sentences, promoting their ability to express ideas effectively. The consistent, structured nature of the Read Write Inc Programme ensures that all children receive the support necessary to become proficient readers and writers. The Early Reading Lead organises one to one tutoring to provide quick keep up and long-term support for pupils with additional needs.

The Phonics Screening Check is completed during the summer term and pupils who do not pass are able to continue with the RWI programme to ensure they are able to access the full curriculum.

KS2 writing

We follow a consistent approach to writing from Year 2 onwards, structured in three parts:

1. Model text and analysis – pupils explore a model text to study key features, including audience and purpose, sentence structure, grammar, punctuation and vocabulary. This also incorporates some of the reading objectives and create opportunities for children to build their knowledge and understanding of a text type. Teachers plan a range of activities with varying levels of scaffolding to support the needs of all pupils.
2. Shared writing – teachers model the writing process, discussing choices made and incorporating pupils' suggestions. Practising writing skills collaboratively allows the teacher to demonstrate the skills of a writer in action; orally rehearsing sentences and editing as you go for example.
3. Independent writing – pupils create their own independent pieces of writing, reviewing and peer-assessing their work before submission.

A range of fiction and non-fiction genres are studied to ensure broad learning opportunities. Subject leaders monitor texts to provide a diverse curriculum with cross curricular links to enrich writing experiences. These are linked to topics where appropriate.

Handwriting is taught explicitly from EYFS to Year 3, with intervention sessions available for older children who need further support.

The RWI programme supports early spelling development in Reception and Year 1. KS2 pupils continue their spelling journey with the Spelling Shed programme where a new spelling pattern is taught each week. Spellings are revisited during a weekly test to develop retrieval skills.

Grammatical and spelling errors are corrected on written work when appropriate by teachers and discussed orally where necessary. Up to 3 spellings are corrected in each piece of work and children are given opportunities during lesson time to practise this key vocabulary. Independent writing is marked in more detail with written or verbal feedback as appropriate.

At Jacksdale Primary School, English is integral to all other subjects taught. Teachers carefully plan topics to provide opportunities to practise key English skills in a variety of ways.

KS2 Reading

Guided reading follows a whole class approach from Year 2 onwards, ensuring all children engage with high-quality texts. Each unit of guided reading follows six key steps:

1. Activating prior knowledge – reducing barriers to understanding the text by making links to personal experience and similar texts.
2. Teacher read aloud – modelling fluent reading with appropriate intonation
3. Pupil reading and vocabulary exploration – enhancing understanding of key words. Vocabulary may be recorded on working walls to refer to in future lessons.
4. Text analysis and discussion – encouraging oral responses and deepening comprehension. Speaking and listening skills are encouraged to share ideas and questions about a text.
5. Written responses- answering questions on a familiar text to consolidate learning. This may be done through shared answering of questions as a whole class or in groups.
6. Independent analysis – responding to an unfamiliar text to build confidence and metacognitive skills.

The majority of pupils are able to access these lessons. However, some pupils' reading ability will mean that they are not able to decode words and read fluently enough to gain meaning from them. In this case, intervention is essential, and pupils may work in a smaller group using an appropriate text to develop these skills. Pupils are assessed regularly by the phonics lead to ensure that they continue to make good progress.

Independent reading

Children who have successfully completed the RWI programme move on to the book banded books to ensure that the texts they select are age and ability/comprehension appropriate. To continue to promote a love of reading, children who are reading texts within a book band are also encouraged to take home a second book for pleasure. Once children have moved past the 'Brown' book band, they are able to choose any book from the library, with some guidance from staff.

Children are expected to read at home at least 3 times a week and their reading planners are checked by staff each week. Teachers keep class records of book bands and any 1:1 reading that is done in school. Children are encouraged to change their reading books regularly.

Planning

The school creates long-term and short-term plans for delivery of the writing curriculum – based on the National Curriculum 2014 objectives.

Where appropriate, medium-term planning is linked to other curriculum subjects. Grammar and punctuation is planned in line with the year group objectives and links to the text type studied. These objectives may be taught in stand-alone lessons where they do not directly link to a text type.

Homework

Children are encouraged to read at home at least 3 times per week and this is rewarded with a green stamp in their reading diaries.

Spelling homework is completed online using Spelling Shed. Teachers set spellings each week for the pattern they have learnt in class. This is tested at the end of the week and includes 2 additional 'retrieval' spellings from a previously taught pattern.

Completion of homework is acknowledged with raffle tickets and positive messages home via Class Dojo.

Equal opportunities

All pupils have access to the English curriculum regardless of ability, race, gender, socio-economic factors or any other protected characteristics.

Inclusion and SEND

At Jacksdale Primary School, all pupils have access to English lessons. Lessons are carefully planned by teachers to support a range of learning styles and provide support where required. Opportunities to address misconceptions and gaps in knowledge are planned, as well as further challenges to apply taught skills in other contexts to ensure all pupils make progress in all lessons.

TAs are deployed effectively to provide support in the classroom with an identified target group. TAs and teachers communicate, plan and review provision and progress regularly.

Pupils with Special Educational Needs will have access to individual, group and/or targeted support or intervention to meet their needs, in line with the SEND Code of Practice. The progress of pupils with SEND will be monitored by the SENDCo and parents will be informed during parent meetings.

Impact

Assessment and reporting

Regular assessment of children's learning is made and this information is used to ensure that future planning reflects identified needs.

The progress and development of pupils within the EYFS is assessed in accordance with the 'Statutory framework for the early years foundation stage' (2021), to identify each child's strengths and identify any areas where progress is below the expected level.

Formative assessment

Formative assessment, carried out by the class teacher is used on a daily and weekly basis to inform planning. Teachers identify individual progress against the teaching objectives and this informs future planning. Formative assessments are made on a daily basis from oral responses, as well as written work.

Summative assessment

Formal summative assessments are carried out in reading three times per year using the NTS assessments. Each piece of independent writing is assessed using the year group writing trackers. Assessment data is recorded on Insight.

Moderation of assessments is completed regularly during staff meetings and within the family of schools.

End of year assessments are shared with relevant members of staff to provide a starting point for the next academic year.

Teachers attend termly meetings to discuss the progress of pupils and regularly monitor the progress of pupils during lessons.

Parents will be provided with a written report about their child's progress during the summer term every year. These will include information on pupils' attitudes towards English and their progress. An opportunity will be provided for parents to discuss this report with the relevant teachers.

Verbal reports will be provided at parents' evening during the Autumn and Spring terms. The progress of pupils with SEND will be monitored by the SENDCO.

Monitoring and review

This policy will be reviewed annually by the subject leader and any updates or changes will be shared with all teaching staff

The subject leader will monitor teaching and learning in English at Jacksdale Primary School, ensuring that the content of the national curriculum is covered across all phases of pupils' education.

The link Governor, Betty Dixon, will be briefed to oversee the teaching of English, and meets regularly with the subject leader to review progress.