



‘Where Stars Shine’

Belonging, Ambition, Respect, Kindness

ENGLISH POLICY

Ratified By:	Local Academy Committee	In consultation with:	Senior Leadership Team
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1. Introduction

1.1 Rationale

English has a central role within the curriculum and underpins learning across all subjects. Through speaking, listening, reading and writing, pupils develop the knowledge, skills and understanding needed to communicate effectively, access the wider curriculum and participate fully in society.

The National Curriculum states:

"The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment."

At Severnbanks School, we aim to provide a language-rich environment that promotes high standards in reading, writing and spoken language and fosters a lifelong love of reading.

1.2 Aims

We aim for all pupils to:

- Develop fluency in spoken and written English.
- Speak confidently and listen attentively in a range of contexts.
- Communicate ideas clearly using appropriate vocabulary and Standard English.
- Develop a rich and ambitious vocabulary.
- Read accurately, fluently and with understanding.
- Develop a love of reading through exposure to high-quality literature and diverse texts.
- Write clearly, accurately and effectively for a range of purposes and audiences.
- Apply spelling, grammar and punctuation skills appropriately.
- Develop reading, writing and communication skills across the curriculum.
- Become independent learners who can think critically and express ideas confidently.
- Access a fully inclusive English curriculum regardless of need or starting point.

2. Teaching and Learning

At Severnbanks School, English is taught through a broad, balanced and engaging curriculum based on the National Curriculum and the school's wider curriculum offer.

Teaching promotes:

- High expectations for all learners.
- Adaptive teaching to meet the needs of all pupils.
- Explicit teaching of vocabulary.
- Opportunities for purposeful talk and discussion.
- Reading for pleasure.
- Cross-curricular application of literacy skills.



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- Appropriate use of educational technology to enhance learning.
- Support staff work alongside teachers to provide targeted support and intervention where required.

3. Curriculum Implementation

3.1 Reading

Reading is prioritised throughout the school and is taught through:

- Daily phonics in EYFS and Key Stage 1.
- Whole-class reading lessons.
- Reading across the curriculum.
- Individual and guided reading opportunities.
- Reading for pleasure activities.
- Home reading.
- Children are taught to develop:
 - Word reading and decoding.
 - Reading fluency.
 - Vocabulary knowledge.
 - Reading comprehension.
 - Critical thinking and discussion skills.

3.2 Phonics

The school uses a validated Systematic Synthetic Phonics programme, Unlocking Letters and Sounds.

Phonics teaching:

- Begins in Nursery and Reception.
- Continues throughout Key Stage 1.
- Extends into Key Stage 2 where additional support is needed.
- Is matched to reading books and assessment outcomes.
- Includes timely intervention for pupils who require additional support.

3.3 Writing

Writing is taught through high-quality texts and meaningful curriculum contexts.

Pupils are taught to:

- Write for a range of purposes and audiences.
- Plan, draft, edit and improve their work.



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- Apply grammar, punctuation and spelling accurately.
- Develop stamina and independence as writers.
- Use ambitious vocabulary and varied sentence structures.

Writing opportunities are planned across the curriculum to enable pupils to apply their learning in a range of contexts.

3.4 Grammar, Punctuation and Spelling

Grammar, punctuation and spelling are taught explicitly and embedded within reading and writing lessons.

Teaching follows National Curriculum expectations and provides opportunities for pupils to revisit, practise and apply previously taught knowledge.

4. Early Years Foundation Stage

English forms an integral part of learning within the EYFS. Children are provided with rich opportunities to develop:

- Communication and Language
- Children are encouraged to:
 - Listen attentively.
 - Engage in conversation.
 - Follow instructions.
 - Ask and answer questions.
 - Develop confidence in speaking.

Adults model high-quality language and explicitly teach vocabulary throughout daily interactions.

4.1 Literacy

Children are supported to:

- Develop early reading skills through systematic phonics.
- Enjoy stories, rhymes and poetry.
- Handle and explore books independently.
- Develop mark-making and early writing skills.
- Write for real purposes within play and adult-led activities.
- Learning is informed by the EYFS Statutory Framework and Development Matters guidance.
- Oracy and Vocabulary

The development of spoken language is central to learning across the EYFS.



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Children are given regular opportunities to:

- Talk about experiences and ideas.
- Retell stories.
- Engage in role play.
- Build vocabulary through high-quality interactions and texts.

5. Reading for Pleasure

Severnbanks School actively promotes a reading culture.

This is achieved through:

- Daily class reading.
- Access to high-quality fiction, non-fiction and poetry.
- Author events and reading celebrations where appropriate.
- World Book Day activities.
- Well-stocked classroom reading areas and libraries.
- Staff modelling positive reading behaviours.

Parents and carers are encouraged to support reading at home and are provided with guidance on how to develop reading fluency and enjoyment.

6. Handwriting

Handwriting is taught progressively across the school. EYFS and KS1 follow the handwriting progression within Unlocking Letters and Sounds. KS2 follows The Letter Join programme.

Pupils are taught:

- Correct grip and posture
- Correct letter formation.
- Consistent joins.
- Presentation skills.
- Fluency and legibility.

Children are encouraged to take pride in their written work and produce handwriting that is fit for purpose.

7. English Across the Curriculum

English skills are developed and applied throughout the curriculum.

Pupils are given opportunities to:



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- Read increasingly complex texts across subjects.
- Develop subject-specific vocabulary.
- Discuss and explain their learning.
- Record their understanding through a range of writing outcomes.

High-quality talk, reading and writing are promoted in all curriculum areas.

8. Inclusion and SEND

All pupils are entitled to access a broad and balanced English curriculum. Teachers use adaptive teaching approaches, scaffolding and reasonable adjustments to ensure all learners can succeed.

Support may include:

- Targeted interventions.
- Individual support programmes.
- Visual and practical resources.
- Educational technology.
- Additional adult support where appropriate.

Provision is guided by individual needs and any targets identified within My Plans or My Plans+.

9. Assessment

Assessment is used to support learning and inform future teaching.

Assessment may include:

- Ongoing formative assessment.
- Phonics assessment.
- Reading assessments.
- Writing assessment against National Curriculum expectations.
- Pupil conferencing.
- Book scrutiny.
- Statutory assessments.
- Assessment information is used to identify strengths, areas for development and pupils requiring additional support.

9.1 Statutory Assessments

Pupils participate in statutory assessments as required by national guidance, including:

- Reception Baseline Assessment.



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- EYFS Profile.
- Year 1 Phonics Screening Check.
- KS2 National Curriculum Assessments.

10. Resources and Learning Environment

The school provides a range of resources to support English teaching and learning, including:

- High-quality texts.
- Reading schemes and decodable books.
- Dictionaries and thesauruses.
- Digital resources and educational technology.
- Classroom reading areas and library facilities.
- Working walls and vocabulary displays.

The learning environment promotes reading, writing and spoken language across the school.

11. Monitoring and Review

The English Subject Leader, supported by the Senior Leadership Team, is responsible for monitoring the quality of provision and outcomes in English.

Monitoring activities may include:

- Lesson observations.
- Learning walks.
- Book scrutiny.
- Assessment analysis.
- Pupil voice activities.
- Curriculum reviews.

Findings are used to celebrate strengths, identify priorities and inform school improvement planning.

This policy is available on the school website: [Severnbanks Primary School - Policies](#)

Paper copies are available on request from the School Office