



## **Wildridings Primary School ENGLISH POLICY**

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## **English Policy 2026**

At Wildridings Primary School, we recognise English as the foundation for educational achievement, social development and lifelong success. English unites the essential skills of reading, writing, speaking and listening, enabling pupils to communicate confidently, think critically and access the full curriculum.

Our intent is for all pupils, regardless of background or need, leave Wildridings able to:

- Read fluently and with understanding
- Write clearly, accurately and for a range of purposes
- Communicate confidently through spoken language

All staff share responsibility for securing high standards and strong progress in English.

### ***Writing***

We recognise that writing:

- Is a complex process requiring the coordination of a number of different processes all at once
- Is essential for academic success and social participation
- Empowers pupils to express and communicate ideas creatively and imaginatively

### **Our Aims:**

- To secure strong foundations in EYFS and KS1, enabling pupils to flourish as writers in KS2 (GOV.UK, Strong Foundations in the First Years of School, 2024)
- To ensure that all pupils make progress, from their starting points, to develop them to becoming independent writers.
- To create a learning environment that promotes and supports pupils to enjoy writing.
- To develop independent, confident writers with positive attitudes towards writing
- To enable pupils to communicate effectively, in writing, for a range of purposes and audiences.
- To develop independent, confident writers with positive attitudes towards writing
- To ensure pupils experience enjoyment, pride, satisfaction and success in writing

### **Implementation:**

High expectations underpin all writing instruction. Teaching is adapted to meet the needs of all pupils and focuses explicitly on both transcription and composition.

- Teaching follows the 2014 National Curriculum, ensuring full coverage and clear progression of skills. Teachers aspire for all pupils to meet or exceed age-related expectations.
- Staff use evidence informed principles which draw upon the best available guidance (e.g. NC PoS, EEF guidance) to plan and teach writing. A repertoire of strategies empowers staff to plan for and make adjustments to best suit the needs of our pupils. All of which, deepen the children's learning experience and enrich the outcomes of all children.
- In EYFS and KS1, teaching prioritises foundational communication, reading and writing skills, with writing embedded meaningfully across the curriculum.
- Teaching responds to the needs of all pupils. Teachers quickly identify the need for intervention and respond with 'Keep up and Catch up' in a timely manner.
- Pre-teaching is used to support pupils to access the curriculum e.g. vocabulary, pre-reading of a text, spelling support.

- Regular assessment and feedback will be given to pupils to track progress and inform planning, including live marking, peer marking and moderation.
- Continuous Professional Development will be provided for staff to enhance teaching practices in writing. This is important to ensure staff are up to date with research, strategies and pedagogy to inform good practice.
- Writing is taught through process-led units, including oral rehearsal, modelling, drafting, editing and publishing. Staff adapt the sequence to meet pupil need. Staff are flexible in the way they work and adapt the approach to suit the needs of their learners.
- Strong links are made between reading and writing to support structure, language choice and vocabulary development.
- High expectations and pitch our lessons to include all pupils focusing on both transcription and composition.
- Teachers identify pupils requiring support swiftly and implement Keep Up and Catch Up interventions.
- Adaptive teaching strategies include:
  - Guided writing
  - Scaffolding and modelling
  - Pre-teaching (e.g. vocabulary, spelling, text familiarity)

### **Assessment**

- Assessment and feedback are integral and include:
  - Live marking
  - Verbal and written feedback
  - Peer assessment
  - Moderation within and across year groups

Ongoing professional development ensures staff remain up to date with research, strategies and pedagogy in order to inform best practice.

### **Monitoring**

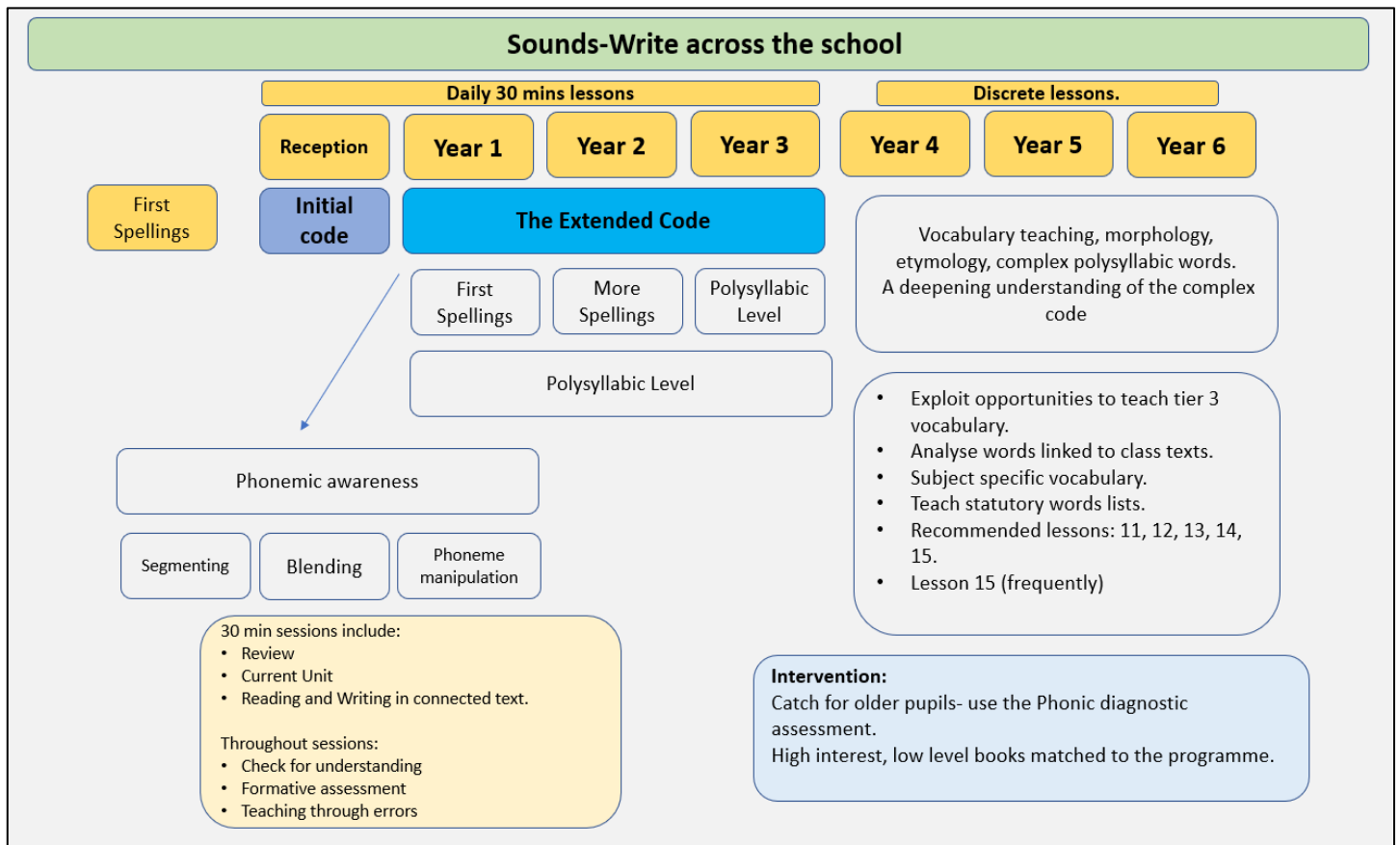
- Lesson drop ins/ Learning Walks
- Data analysis
- Pupil Progress Meetings
- Books looks

### **All classes will:**

- Prioritise talk for writing using Voice 21 strategies. Pupils learn to talk and through talk
- Provide opportunities for oral rehearsal before, during and after writing
- Provide opportunities to write for real audiences and purposes
- Model high-quality writing through explicit adult modelling and collaboration
- Use high-quality texts as models
- Teach grammar in context
- Explicitly teach and revisit vocabulary
- Use writing toolkits/success criteria
- Provide opportunities to write across the curriculum
- Adapt teaching to meet the needs of all learners
- Ensure feedback moves learning forward

## Spelling

Spelling is explicitly taught. Across the school, teachers use the **Sounds-Write** approach to teach spelling strategies linked to year group statutory guidance and to develop curriculum vocabulary. The diagram below shows the progress of the Sounds-Write approach at Wildridings. (Any alternative approach is only through discussion with the English Lead/ SENDCo).



### Assessments:

- Formative assessment in Sounds-Write lessons- use of whiteboards.
- Dictation in English books including year group spellings.
- Sounds-Write Progress Checks.
- Use of Error Correction.

## Handwriting

### Our Aims are for pupils to:

- Have, legible and speedy handwriting that can be performed automatically, so that the attention of the brain is on the content of the writing.
- Have the stamina and skills to write at length, with accurate spelling and punctuation.
- Have competence in transcription (spelling and handwriting) and composition.
- Have a comfortable and efficient pencil hold and working position.

We recognise handwriting is a physical activity that involves movement and recognition skills that need to be learnt and become part of the automatic cognitive skill set of the pupil. To achieve this, the School has chosen the **Kinetic Letters** handwriting programme.

### **The programme has four threads.**

- Making bodies stronger
- Holding the pencil (for speed, comfort and legibility)
- Learning the letters
- Flow and Fluency

### **The key principles of the programme are:**

- Building physical strength underpins handwriting and concentration. This knowledge informs the working positions that children use for writing and the strengthening targets they work on
- Pupils are not expected to do anything before they are developmentally ready for it
- The different components of writing are mastered individually before being used in combination
- Letters are learnt as movements, not as visual shapes, and movement remains central to developing automaticity in letter formation, flow and fluency
- Posture is important in developing the correct position for handwriting and so children are taught how to organise their working position and paper position to enable comfortable and fluent writing from the start
- Correct pencil hold is taught from the start (i.e. as soon as a tri-pod grip is developmentally appropriate)

Handwriting is taught and practised regularly across the school, daily in the early stages. In **Reception and year 1**, pupils print letters. From **Year 2**, when ready, the children are taught to join letters using different strokes. To support children's formation and presentation pupils use mid line tree guides. In **KS2**, opportunities to practise handwriting (focussing on all strands). In **Years 3 and 4 pupils**, pupils should be able to use it fast enough to keep pace.

## ***Reading***

### **Our Aim:**

All of our children will make sufficient progress in reading. Every child will learn to read, regardless of their background, needs or ability. They will learn to read with fluency and understanding.

- Reading is prioritised to allow children to access the curriculum.
- During early stages of reading the focus is on individual reading using phonetically decodable books following the initial and extended code cumulatively sequenced books.
- There is a rigorous and sequential approach to reading to develop children's fluency, confidence and enjoyment of reading.
- In EYFS and Year 1 pupils develop fluency, reading decodable texts.
- In years 2-6 pupils participate in whole class Master Reader lessons.
- We plan for opportunities to read across the curriculum.

### **Phonics and Early Reading at Wildridings**

All staff, across the school, consistently follow a structured and cumulative phonics programme – **Sounds-Write**. This programme teaches the alphabet code through the Initial code and Extended code, as well teaching the children to read and spell polysyllabic words. The Initial code is taught from the **second week** of Reception.

The phonics programme allows the children to continuously build upon their knowledge and skills, helping to embed their understanding. It is a multi-sensory approach, with scripted lessons, to lighten the cognitive load. All staff use the same resources, scripts and gestures. Lessons involve teaching through errors; this means the children will address errors and will actively make changes. Children have the opportunities to regularly rehearse and practice previous learning. Every class, has a timetabled session; all sessions will involve both reading and writing. Children are taught in mixed ability class groups by their class teacher with additional adults as support. Differentiation is used in the lessons to both extend and scaffold children's knowledge. For children who are falling behind, they will complete a diagnostic test to identify gaps. From these tests, intervention groups will be set up in addition to whole class teaching to close gaps and support small groups/ individuals.

### **Through the programme:**

- Children will understand that letters are symbols and that sounds can be spelt by 1-4 letters.
- Children will know that the same sound can be spelt in many different ways and that many spellings can represent one sound.
- Children develop the skills of blending and segmenting.
- Children confidently manipulate sounds.
- Children will read and write with speed and accuracy.
- Children will read books that match the phoneme - grapheme correspondence they are working on, giving them an opportunity to apply their code knowledge.
- All teachers give children sufficient practice to read and re-read books.

### **Catch up**

- Children who need additional support are quickly identified and strategies are put in place to support them e.g keep up and catch up groups.
- Older children in Years 3 and above, who lack the knowledge of the alphabet code, will follow a cumulative 'catch up' programme. They will read books from the Moon Dog and Talisman resources, to ensure that the texts are age appropriate and engaging for children. (All resources complement the Sounds-Write approach)

All reading approaches across the school are underpinned by EEF guidance and principles. The approaches reduce cognitive load (Focus on knowing more, remembering more)

### **Fluency 3 day reads (EYFS and Year 1):**

Children in Reception and Year 1 will take part in weekly reading fluency groups. They will read a book 3 times in school prior to taking it home to read. During the school sessions, the children will focus on decoding, prosody and comprehension. They will re-read the text at home, alongside a reading for pleasure text.

### **Whole class reading- Master Readers (Years 2-6)**

- Opportunities to develop vocabulary
- Structured questions
- Reading comprehension strategies developed

## Class sessions

- 30 minutes, daily
- 50% questions aimed at PP and SEND pupils
- Collaborative learning opportunities
- Use of talk partners-
- Use of sentence stems to structure children's responses
- Step 1: Ask the question
- Step 2: Partner Talk
- Step 3: Select or pretend ('I heard someone say')
- Children articulate answers before writing (orally rehearsal)
- 'No hands up'
- Paired reading
- Repeated reading- children re-read passages
- Prediction, questioning, clarifying,
- Summarising, activating prior knowledge

## Master Readers for all

- It is recommended that pupils should be reading at 80% to partake in all lessons. If needed pupils should have additional phonics sessions to develop fluency and catch up, for part of the week but must be included in the Monday and Tuesday sessions.

## Weekly Timetable

- Monday- Whole class, shared reading/ paired reading
- Tuesday- Book Club
- Wednesday- Visual Starter, modelled comprehension
- Thursday- Visual starter, assessed comprehension
- Friday- Review and respond

## Reading at home expectations

- Children read at home at least three times a week.
- All children take a book home matched to their reading ability.
- Year 4 and beyond to take home books from the library as their reading books
- EYFS-Y3 pupils have a decodable/ colour banded reading book plus a class library reading for pleasure book.

## All classes:

- All early readers to be read with frequently (minimum x3 weekly)
- Lowest 20% children are read with **daily** with an adult in school.
- Whole class teaching of phonics across the school. The pace of teaching is not slowed for children who fall behind.
- Daily Whole class reading session Y2-6, following Master Readers approach.
- All children to be included in Whole Class Reading sessions. (Pre-teaching / post-teaching is used to support children, where appropriate)
- Daily class story time. In this time teachers are to model 'good' reading to children.
- Plan in time for book talk - find out about children's favourite books.
- Every child needs a reading book to take home at the appropriate level of challenge.

- Reading records and children's book choices are monitored by school staff.
- Pre-teaching and post-teaching sessions are used to support children to access the reading curriculum.
- Regular class visits to the library

### **Assessment:**

Assessment is used to quickly identify children who are falling behind. Teachers regularly monitor children through formative and summative assessment. A particular focus is on the lowest 20% and ensuring that they make good progress.

- Diagnostic tests linked to Sounds-Write programme/ Phonics Books diagnostic assessment.
- **Statutory** Phonics Screening test (Y1, Y2)
- Phonics is assessed half termly using past screening papers/ diagnostic assessments.
- KS1 optional/ KS2 SATs.
- NFER reading - from Y3-5
- Sounds-Write Progress Checks- half termly EYFS- Year 2

### **Role of Maths Leader:**

The subject leader in English provides professional leadership and management for the subject to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils. To do this he/she will:

- Have knowledge and understanding of the subject and its role in the school.
- Lead professional development of the subject through example and support.
- Develop and implement policies and schemes of work.
- Ensure continuity, development and progression of teaching and learning methods by;
  - Working alongside teachers
  - Monitoring teaching and learning through lesson observations.
  - Collecting and analysing work completed throughout the school.
  - Maintaining and developing resources.
  - Monitoring planning and supporting staff with their plans.
  - Reviewing progress with SLT and governors.