# English Policy

To be reviewed September 2027

**Aims**

At West Cliff Primary School, we aim to develop pupils' abilities within an integrated programme of Speaking and Listening, Reading and Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught skills.

Pupils will leave West Cliff in Year Six:

- reading and writing with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct;
- with a love of reading and a desire to read for enjoyment;
- with an interest in words and their meanings; developing a growing vocabulary in spoken and written forms;
- understanding a range of text types, media types and genres;
- able to write in a variety of styles and forms appropriate to the situation;
- using their developing imagination, inventiveness and critical awareness;
- having a suitable technical vocabulary to articulate their responses.

**Statutory requirements**

Statutory requirements for the teaching and learning of English are identified in the National Curriculum (2014) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2021).

The new English programme of study (2014) is based on 4 areas:

- Spoken language
- Reading
- Writing
- Spelling, grammar and punctuation

The new National Curriculum is divided into 3 Key stages: Key Stage 1 (Years 1 and 2); Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6).

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. The National Curriculum gives detailed guidance of what should be taught at each Key Stage under the following headings.

- Spoken language
- Reading - Word reading, Comprehension
- Writing – transcription, spelling, Handwriting and presentation, Composition
- Grammar

In Reception, children are given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and opportunities to communicate.

At Key Stage One (Years 1 and 2), children learn to speak confidently and listen to what others have to say. They learn to read and write independently and with enthusiasm. They learn to use language to explore their own experiences and imaginary worlds. Children are given opportunities to speak and listen throughout all subject areas.

At Key Stage Two (Years 3-6) children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language works.

The Governing Body receive regular reports on the progress of English provision.

**Subject organisation**

**Foundation Stage**
In Reception, children have daily discrete phonics lessons. Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities. In Nursery, children have continuous exposure to phonics throughout the year, with more adult led sessions at the end of the year for those who are starting school.

**Key Stage 1**
In Key Stage 1, daily discrete phonics lessons (Little Wandle) continue and are taught in as a whole class. Children take part in both 'Reading Practice' sessions and individual reading sessions (e.g. with teachers and teaching assistants) and have a daily story times to develop a love of reading. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes (e.g. Little Wandle, differentiated class teaching and differentiated intervention sessions)

**Key Stage 2**
In Key Stage 2, children have daily English lessons, including grammar for writing. Additional literacy sessions include whole class reading, handwriting, and spelling. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes and differentiated class teaching.

**Speaking and Listening**

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life. Opportunities to develop these skills include class assemblies, presentations, Talk for Writing (approaches in some classes), talk partners, drama and performances, including our Christmas Nativity and the Carol Concert. We recognise the need for all pupils to speak, read and write Standard English fluently and accurately, while acknowledging that a pupil's own dialect, or other language is of prime importance. It is our school policy to model our own language to the children which encourages Standard English both in speaking and writing.

**Oracy**

At West Cliff Primary School, we recognise oracy as a key component of pupils' academic success, personal development and future life opportunities. Oracy is explicitly taught and developed across the curriculum through a progressive framework encompassing four strands:

- Physical
- Linguistic
- Cognitive
- Social and Emotional

Children are taught to develop:

**Physical skills**

- Voice projection, tone, pace and expression.
- Appropriate body language, gestures and audience awareness.
- Presentation and performance skills.

**Linguistic skills**

- The use of precise and ambitious vocabulary.
- Speaking in full sentences using appropriate grammar.
- Adapting language for different audiences, purposes and contexts.

**Cognitive skills**

- Building, organising and presenting ideas clearly.
- Using evidence to justify opinions.
- Questioning, reasoning, debating and evaluating arguments.

**Social and Emotional skills**

- Active listening and respectful discussion.
- Taking turns and building on others' contributions.
- Developing confidence when speaking to different audiences.

Oracy opportunities are embedded throughout the curriculum through:

- Talk partners and collaborative learning.
- Class discussions and debates.
- Drama and role play.
- Presentations and performances.
- Reading discussions and Reader's Theatre activities.
- Opportunities to explain, justify and evaluate ideas across all subjects.

The school's oracy progression framework ensures that pupils develop increasing confidence and sophistication in spoken language all the way through school.

**Approaches to reading**

Teachers model reading strategies within lesson, during whole class reading sessions where children also have the opportunity to develop reading strategies and to discuss texts in detail. Independent reading provides time for both assessment and 1-1 teaching. Daily discrete phonics lessons in FS and KS1 enable children to segment and blend efficiently. This is continued into KS2 where necessary, with planned interventions. A range of books, which match the phonic phases are used to support early readers. Practice reading books are selected to promote fluency and sessions focus on vocabulary, prosody and comprehension. Children take home their 'practice reading' book at the end of the week to share at home. Teaching assistants may support reading activities to ensure that children have more frequent opportunities to read with adults. Children in Reception and KS1 take home a 'reading for pleasure' book from school and parents are encouraged to read the book to their child. At West Cliff, we encourage regular teacher and parent communication.

Classrooms have a reading corner with a selection of books for the children to enjoy.

In Key Stage 2, children choose books to take home and read. We also have a selection of books in each class reading corner from year three to six to support appropriate text choices.

Those children who still require a more structured approach to reading have access to the book banded books to help them to continue to grow in confidence as readers with a text that is appropriate for their age group. Children are then encouraged to select books which interest them to read at home. We still encourage all readers to share a book at home with their grown-ups. We believe that this not only helps to develop reading skills, but also supports a lifelong love of reading.

The addition of our new library with a wide selection of quality texts, allows children to choose to read for pleasure during break and lunchtimes. Trained librarians from Year 6 manage the borrowing of books, lead lunchtime library clubs and rotate the quality texts every half term.

**Whole Class Reading**

Whole Class Reading forms a central part of reading provision across Key Stage Two and aims to develop-

- Reading fluency.
- Vocabulary knowledge.
- Reading stamina.
- Comprehension skills.
- Oracy and discussion skills.
- A lifelong love of reading.

**Reading Fluency**

We recognise reading fluency as the bridge between word recognition and comprehension. Teaching focuses on the three key elements of fluency:

- **Accuracy** – reading words correctly.
- **Automaticity** – reading with increasing speed and ease.
- **Prosody** – reading with appropriate expression, intonation and phrasing.

Fluency is developed through:

- Modelled reading by adults.
- Repeated reading of texts.
- Guided oral reading.

- Echo reading.
- Choral reading.
- Reader's Theatre.

**Text Selection**

Texts are carefully chosen to provide:

- Appropriate challenge.
- Rich vocabulary exposure.
- Diverse perspectives, experiences and cultures.
- High-quality literature.

**Reading and Oracy**

Whole Class Reading is a significant driver of oracy development across the school. Through structured discussion, debate and performance, pupils learn to:

- Articulate opinions confidently.
- Justify ideas using evidence from texts.
- Listen and respond thoughtfully to others.
- Participate in collaborative discussions.
- Develop confidence when presenting and performing.

We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers. We invite parents and carers into school termly to join their children for a shared reading session in classes.

We use Little Wandle, NFER reading assessment tools, national tests and ongoing teacher assessments to monitor children's progress in reading.

**Approaches to writing (including grammar)**

**Handwriting**

At West Cliff Primary School, we recognise that fluent, legible handwriting is an essential component of effective written communication. We place a strong emphasis on securing strong foundations in handwriting from the earliest stages of learning, ensuring pupils develop correct letter formation, orientation and pencil control.

In EYFS and Key Stage 1, handwriting is taught alongside the Little Wandle Letters and Sounds Revised programme, enabling children to develop correct letter formation as they learn phonics. Pupils are taught consistent letter formation and begin to develop efficient handwriting habits through regular, structured practice.

As pupils move into Key Stage 2, handwriting teaching follows the Nelson Handwriting Scheme**,** which builds upon these early foundations. The scheme supports pupils in developing fluent, joined handwriting, increasing speed, stamina and presentation while maintaining accuracy and legibility. Handwriting is practised daily across the school and is reinforced through all areas of the curriculum. Teachers model high expectations for presentation and provide regular opportunities for pupils to apply their handwriting skills in meaningful writing tasks. Our aim is for all pupils to develop a neat, fluent and automatic handwriting style that supports their composition and enables them to write with confidence and independence.

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. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling.

In the Foundation Stage there is an emphasis on early writing, mark marking and meaningful marks.

Teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individuals, whilst children have opportunities to write at length in extended independent writing sessions both during and at the end of each unit.

The children are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences. There are many opportunities for children to improve their writing inspired by drama, role play, hot seating and film clips. They may be asked to produce their writing on their own or as part of group.

**Our writing structure**
We have introduced a new approach to our English lessons which follows a three-part structure: EXPLORE, COLLECT and APPLY.
**Explore**
During the 'explore' phase, children are encouraged to explore a range of texts/audio/film/short extracts for larger works from the 'focus' genre. This will deepen understanding of the genre and promote spoken language and Standard English.
**Collect**
The purpose of this element is to learn the skills of writing through reading as a writer. This will deepen understanding of the genre and promote spoken language and Standard English.
**Apply**
The purpose of this element is to support the structure and composition of children's writing and organise and develop ideas. Children will be able to draft and edit their work with the skills that they are developing throughout their learning.

The NFER assessment tools as well as national tests are used to monitor children's progress in grammar.

**The use of ICT**
West Cliff recognises the important role ICT has to play in our school in the development of English skills. ICT is used to enhance the teaching of literacy and to give all children the opportunity to experience, read and write texts and develop visual literacy. The use of ICT is cross – curricular.

**Assessment and target setting**

In the Foundation Stage, children are assessed termly using Development Matters and Early Learning Goals in literacy and communication and language at the end of the Foundation Stage.

English work will be assessed in line with the Assessment Policy. All pupils will have their own target cards to document their success and next steps. In addition to daily assessment, more formal assessment opportunities take place at regular intervals:
Phonics: In Reception and Year 1, children will be assessed on a half termly basis.
Writing: Termly Balance record, judging writing against age related expectations.
Reading: NFER assessment
Grammar: NFER assessment
Phonics: Termly assessment (with focus and borderline children having a half termly assessment).

**Inclusion**

At West Cliff, we aim to provide for all children, so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. All pupils participate in Whole Class Reading. Adaptations, pre-teaching of vocabulary, scaffolded responses and adult support are used to ensure all learners can access high-quality texts and discussions, regardless of need or starting point.

**Monitoring and Evaluation**
Monitoring of the policy is the responsibility of the Headteacher and Governing Body. It will be reviewed one year from writing.

**Communicating this policy:**
This policy will be made available on the school website to enable all school visitors, including parents, to view. Upon request, it can be made available in alternative formats.