West Park
Church of England
Primary School

Curriculum Policy for English
'Let your Light Shine' *Matthew 5*

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Approved by	Full Governing Body

West Park Primary School - English Policy 2026-27

"...my tongue is the pen of a skilled writer." Psalm 45:1

The Team – 2026-27

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The Importance of English

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

(National Curriculum 2014)

We know that reading and writing are intrinsically linked and strongly believe that exposure to high quality and challenging texts support learners in both of these essential life skills as well as developing a child's understanding of vocabulary, style and formality in a wider context.

Intention

At West Park, we believe:

- Reading is at the heart of everything we do.
- English should enhance a child's learning and equip them with skills necessary for adult life.
- All children will have access to English at a level appropriate for them.
- That effective teaching of English is essential to enable children to become competent in their knowledge and understanding of the English language.
- English should be taught using a range of high quality and challenging texts.
- In providing a broad and balanced creative English curriculum which allows children the opportunity to develop progressively in skills, understanding and knowledge.
- In enabling children to reach their full potential in English through self-reliance, confidence to experiment and the ability to work with others, so equipping them for the challenges of the future.
- In improving standards of achievement in reading and writing through implementation of the National Curriculum.

- In promoting 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.
- In writing clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

Implementation

School Curriculum

The programmes of study for English are set out year-by-year for Key Stage 1 and by two year groups in Key Stage 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage, if appropriate. All schools are also required to set out their school curriculum for English on a year-by-year basis and make this information available online.

To ensure thorough coverage of the curriculum, we make use of the RWInc scheme for early reading, key text overviews and a writing progression document which is used by teachers across the school.

Phonics

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics is emphasised in the early teaching of reading to beginners (i.e. unskilled readers) as they start school.

Daily phonics sessions are taught from Reception through to Year 2, when this embedded phonics work closely matches the spelling requirements of the curriculum. At West Park we use the **'Read Write Inc'** scheme for planning and resources. Children are taught in homogeneous groupings following half termly assessments. Once children have completed the RWInc Scheme at the end of Year 1 or in Year 2, they move on to the RWInc Comprehension programme to continue practising their reading fluency but with a greater emphasis on comprehension. We aim for children to 'keep up and not catch up' therefore children who need additional support are provided by one to one tuition for short bursts of the afternoon regularly to ensure they are not falling behind in Early Years and Key Stage 1. For children in Key Stage 2 who are not yet fluent readers, we make use of the RWInc Fresh Start programme as an intervention tool.

Early reading and phonics is a priority for intervention in all year groups. All class teachers and LSAs are trained in how to deliver the RWInc phonics programme to ensure a consistent approach is used across the school.

Reading

Following the National Curriculum for English, we ensure that Reading is taught across the whole curriculum. Reading comprehension skills are taught with a 'whole-class' approach in English and Shared Reading lessons and also with smaller group intervention when required.

- We aim for children to develop an interest and pleasure in reading as they learn to read confidently and independently based around rich stimulating texts.
- Phonics is taught daily in Early Years, Year 1 and in Year 2 until a child has finished the programme.
- There is a clear expectation for children to read with an adult in school. In EYFS and KS1, each child reads with their class teacher and class LSA each week as a minimum. In KS2, each child reads with either their class teacher or class LSA each week, with a fortnightly rotation of adults. All 1:1 reading is recorded on standardised record sheets.
- Reading for pleasure is promoted throughout the school, with dedicated time planned within every class timetable.
- Reading at home is essential and is recorded in the homework diaries for home-school communication.
- For all early readers, decodable RWI phonics books are sent home based on regular phonics assessments. In addition to this, a book from the library is also taken home to promote a love of reading.
- Each class visits our school library each week for a dedicated time slot to exchange, share and discuss books and reading for pleasure; this is also modelled by the class teacher.
- KS2 children have use of Accelerated Reader for assessment and comprehension quizzes. Children are matched with books of an appropriate ZPD level and complete quizzes once they have finished reading the book. Rewards and prizes are available for engagement and successes.

Writing

Following the National Curriculum for English, we ensure that writing is taught across the whole curriculum and we ensure that writing skills are embedded in all forms of writing in all subjects.

- **'The Write Stuff'** approach is utilised throughout Year 1 to the beginning of Year 6, enabling children to build upon previous knowledge throughout the school. This approach prioritises vocabulary development, supported by teacher modelling.
- All teachers use the Writing Progression of Skills document for our school which ensures all technical areas of the writing curriculum are covered and children make progress across each unit, term and year to show these skills independently in their writing.
- From the very earliest stages of writing development, we promote talk to aid writing. In EYFS and at the beginning of Year 1, we use the '**Drawing Club**' approach to develop meaningful mark-making and to encourage children to use phonics knowledge for writing words, labels and sentences.
- In the spring term of Year 1, we move on to '**Curious Quests'** from **'Drawing Club'**, where learning intentions are clearly defined and drawn directly from the KS1 curriculum.
- Where appropriate, writing is linked to the wider curriculum and provides children with a clear purpose and audience.
- Writing is modelled throughout the school, by the teacher with a plan, draft, edit, and publish cycle.
- The use of success criteria is essential in supporting children to become independent writers.
- Children have access to a range of resources to support their writing and are taught to use these.
- Dictionaries and thesaurus are available for all children to use.
- Grammar and punctuation are a key element of the National Curriculum. These skills are regularly taught within the main English lessons, however they are sometimes taught discretely depending on need.

Spelling

Spelling is taught in line with the National Curriculum, with all statutory spelling patterns taught in the appropriate age phase and most of the non-statutory work is followed. We make use of the '**Spelling Shed'** scheme and resources for teaching as this links most closely to the earlier work children do in their phonics learning. All children have access to an online 'Spelling Shed' account to help practise spellings regularly at home.

ALL children are exposed to the age-related spelling teaching linked to the national curriculum, however children who need additional support may have more personalised spellings to learn each week in line with their needs and following advice from the SENDCo.

Handwriting

"Writing also depends on fluent, legible and, eventually, speedy handwriting." National Curriculum 2014

Handwriting lessons begin in Early Years (alongside fine motor and gross motor practice) and continue through to Year 6. Children are taught how to join their letters towards the end of year 1 and the beginning of year 2. All children and staff are expected to use a cursive handwriting style in all of their work. We make use of the **'Letter –join'** scheme and resources to support the teaching of handwriting from Early Years to Year 6.

Speaking & Listening

Spoken language underpins the development of reading and writing across the whole curriculum. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Pupils develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write through talk. They are assisted in making their thinking clear to themselves as well as to others and teachers ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils are taught to understand and use the conventions for discussion and debate as well as taking on different roles in drama. Oracy prompts, questions and sentence stems are built into planning for all National Curriculum subjects to further promote talk opportunities.

Adaptations

- Tasks are adapted through the use of scaffolds, writing frames and additional resources to support all learners.
- Staff use the West Sussex OAIP guidance to ensure appropriate adaptations are in place.
- Children work with a range of staff across the week, including class teachers and learning support assistants (LSAs), to support and enhance learning opportunities.
- **GDS** – Regular opportunities and challenges are provided for children working towards a greater depth assessment at the end of Key Stage. The highest 20% of each class are identified to ensure children are given the opportunity to be provided with higher level challenges not just for pupils who will be assessed as GDS at the end of a key stage.

Lesson Planning

Planning is purposeful and designed to support successful outcomes for all children. Plans are viewed as flexible working documents that evolve in response to pupils' needs and are personalised to each class.

Key features that must be included on all plans:

- What are we learning?
- How will we get there? (Include information on adaptations)
- How will we know if we have been successful?
- What are our next steps?
- Ongoing evaluation by class teachers and LSA
- All plans are accessible for staff in the classroom
- All plans are shared with the LSA in advance of lessons to allow for pre-teaching opportunities
- Focus children

Homework

Homework is set in line with the school's Homework Policy. For English this includes:

- Children in EYFS have daily reading and phonic practice to reinforce their learning
- Children in KS1 are expected to read 5x a week for at least 5 minutes and complete Spelling practice daily.
- Children in KS2 are expected to read for at least 10 minutes, 5x a week and complete Spelling practice daily.
- Weekly spellings are set on Spelling Shed and taught in school as well as the Common Exception ('Red') Words for Years 1 and 2 and the Statutory Spelling Words for Years 3&4 and Years 5&6.

In-house CPD for English

1. All staff have been trained in RWInc phonics and have access to the Ruth Miskin School Portal with additional training videos to support.
2. Lessons modelled by Subject Leaders
3. Drop-ins support by English Subject Leaders
4. Staff meetings/INSET
5. Moderation as a staff and at locality level
6. MITA training sessions for support staff
7. Termly subject leader network meetings with the DFG locality.

In addition to this, the English Subject Leaders keep up to date with the latest research, guidance and training from the DfE, Ofsted, EEF and support materials used (RWI, Spelling Shed, Accelerated Reader). Information and training from these is fed back to SLT and staff and used in CPD for staff as required.

Impact

Assessment

Attainment targets

- 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. (See National Curriculum)

End of unit assessments

- From Year 3 to Year 5, children complete termly assessments in Grammar, Punctuation and Spelling and reading comprehension tests from Testbase. Years 2 and 6 use past SATs paper for practice. These are gap analysed to inform future planning.

- Half termly RWI phonics assessments are completed by EYFS, Year 1, Year 2 and any other children still needed early reading support.
- Year group teams work together to analyse all assessments completed to identify gaps in learning and provision and to ensure this is in place for the next half term of planning. This information is passed on to the English Subject Leader.
- At the end of each English unit, all children from Year 1 to Year 6 complete an independent piece of writing to show learning and development of skills. Class teachers assess one piece of writing each half term with an assessment sheet of National Curriculum objectives and use any gaps to inform target setting for the following half term.
- On Accelerated Reader, STAR assessments are completed four times a year. Children in KS2, working with a reading age lower than 7 years and 1 month, complete the STAR Early Literacy assessment.
- Subject Leaders attend team moderations within school each half term with each year group/phase to moderate judgements.

<u>Statutory Assessments</u>

- EYFS baseline assessments
- Year 1 Phonics Screening Check (and Year 2 re-screen for some pupils)
- KS2 National Curriculum Tests and Teacher Assessments (Year 6)

Data

All teachers are responsible for keeping accurate records of attainment and progress made in line with the school policy on recording data (using Insight Tracking). See assessment policy.

Marking

Work should be marked regularly in line with the school policy for marking. Verbal feedback is the most effective form of feedback for moving learning on but written feedback and modelling can also be effective. 'Green Pen Marking' is to be encouraged at all times so that children are being supported and moving children on during the lesson rather than retrospective marking which has less impact.

Display

See school policy for displays. We aim to inspire and challenge the children, supporting their learning through a working wall combined with celebrating achievement.

- All classrooms have a display area/'working wall' for English, relating to 'Drawing Club', 'Curious Quests' or 'Write Stuff'. The Writing Rainbow, jigsaw shapes and sentence stacking should all be on display to be used as a scaffold and to celebrate children's successes.
- Working walls should be referred to during the lesson and reflect current learning
- Access to sound mats, dictionaries, thesauri, word mats and writing frames are readily available to children to support their independent work.
- Phonics resources for all sounds as well as the simple and complex speed sound chart are on display in each classroom and phonics area in Early Years and Key Stage 1.
- Spellings are clearly displayed in the classroom, both the current pattern being learnt and previous spelling patterns for children to refer back to.
- All classrooms are provided with a visualiser and flipchart to support teachers with the modelling of writing.

Monitoring of Standards

Monitoring of Reading and Writing across the whole school is completed by the English Subject Leaders and Headteacher. Year Leaders have the responsibility of monitoring their own year group each term and reporting to the Subject Leader.

- Curriculum termly monitoring.
- Phonics drop-ins and monitoring of phonic assessment and grouping data.
- Lesson observations/drop-ins
- Work scrutiny/book looks
- Pupil voice meetings
- Termly assessment data tracking (Insight/pupil progress records)
- Assessment data from summative assessments.

Links to other policies:

- Assessment policy
- Curriculum policy
- Display policy
- Homework policy
- Inclusion policy
- Marking and feedback policy

Policy reviewed in May 2026 by Fay Foster