

English Policy

2026-27

Our vision statement

This policy outlines the vision, aims, and implementation of English teaching at Southglade Primary and Nursery School, with a particular emphasis on writing using a structured Teaching Sequence. We believe that English is at the heart of all children's learning. It enables them to express themselves creatively and imaginatively and to communicate effectively with others. We want to create children who are enthusiastic, lively writers with a life-long love for reading. Through our book-based curriculum, children will experience an abundance of quality, engaging texts that stimulate them to read and write. We aim for children to leave Southglade with the English skills they need to succeed beyond the classroom and to continue to build on their love for learning.

Vision and Aims

At Southglade Primary and Nursery School, our English curriculum aims to:

- Develop pupils' skills in speaking, listening, reading, and writing.
- Enable children to become enthusiastic and critical readers of stories, poetry, non-fiction, and media texts.
- Foster a love of language and literature.
- Equip pupils with a strong command of the written and spoken word.
- Ensure pupils write clearly, accurately, and coherently, adapting their language and style for a range of contexts, purposes, and audiences.

Intent

Our intent is to ensure that every child:

- Develops a love of reading and literature, experiencing a broad and diverse range of texts.
- Acquires the skills to write clearly, accurately, and coherently for a range of purposes and audiences.
- Becomes a confident speaker and active listener, able to articulate thoughts and opinions effectively.
- Develops strong transcriptional skills (spelling and handwriting) and compositional skills (planning, drafting, and editing writing).
- Understands and applies knowledge of grammar, punctuation, and spelling within context.
- Is exposed to a rich vocabulary that helps them become effective communicators and creative writers.
- Achieves their full potential regardless of background, need, or ability.

We aim to provide an inclusive, high-quality English curriculum that supports children to become lifelong readers and confident communicators.

Implementation

Reading:

- Phonics is taught daily in EYFS and KS1 using *Little Wandle*, ensuring a systematic, synthetic approach.
- Children progress from decoding to fluency and comprehension, supported by high-quality texts and regular reading opportunities.
- Whole-class reading, and 1:1 reading sessions are delivered to develop fluency, inference, and analytical skills.
- A rich reading culture is promoted through author studies, class libraries, reading corners, and school-wide initiatives such as World Book Day.
- Children are read to daily to develop vocabulary and model fluency and expression.
- Children are encouraged to read 4 times a week at home and this is recorded in their home/school reading diaries.

Writing

- Writing is taught using a consistent **Teaching Sequence for Writing** across all year groups:
    1. **Immersion** – Exposure to high-quality model texts.
    2. **Skills and idea gathering** – Vocabulary building, grammar teaching, sentence construction and short writing opportunities.
    3. **Drafting and editing** – Planning, writing, revising, and publishing with clear purpose and audience.
- Genres are mapped across the year groups to ensure progression and coverage of narrative, non-fiction, and poetry.
- Grammar and punctuation are taught both explicitly and discreetly in context.
- Spelling is taught using Sounds and Syllables and practised regularly.
- Handwriting is taught using *Letter-Join*, with high expectations for presentation.

Oracy:

- Oracy is embedded across the curriculum through structured discussion, debate, drama, and presentations using Voice21 resources and framework.
- Pupils are encouraged to speak in full sentences, justify their ideas, and listen actively.
- Opportunities for performance (e.g., assemblies, plays,) are built into the school year.
- We are a Royal Shakespeare Associate School and take part in the Playmaking Festival performance.

Wider Curriculum and Enrichment

- Cross-curricular links ensure children apply English skills in all subjects.
- Targeted support and interventions are provided for pupils with SEND, EAL, or those not meeting age-related expectations.
- Regular CPD ensures staff are confident and consistent in delivering high quality-first English teaching.

Impact

The impact of our English curriculum is measured through:

Assessment

- Ongoing formative assessment informs day-to-day teaching.
- Summative assessments in reading and writing are conducted termly and moderated internally and externally.
- Phonics is assessed throughout the year and formally at the end of Year 1 (Phonics Screening Check).
- Pupil voice, book scrutiny, and lesson observations are used to evaluate learning and progress.

Outcomes

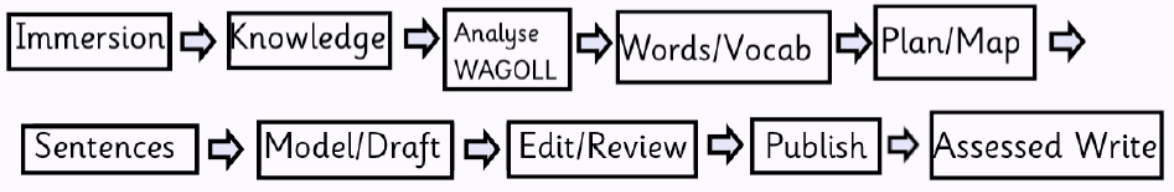
- Pupils achieve well in national assessments (EYFS, Phonics, KS1, KS2 SATs).
- Pupils can read fluently with good understanding, write confidently and creatively, and speak clearly and appropriately for different contexts.
- Disadvantaged pupils and those with SEND make good progress from their starting points.

Pupil Development

- Children develop a lifelong love of reading and writing.
- Pupils leave Southglade Primary and Nursery School as effective communicators, ready for the next stage in their education.

- Children see themselves as readers, writers, and speakers

Writing: Our Approach
We follow a consistent **Teaching Sequence for Writing** across all year groups. This structured approach enables pupils to build their writing skills progressively, drawing on high-quality texts and a clear purpose for writing.

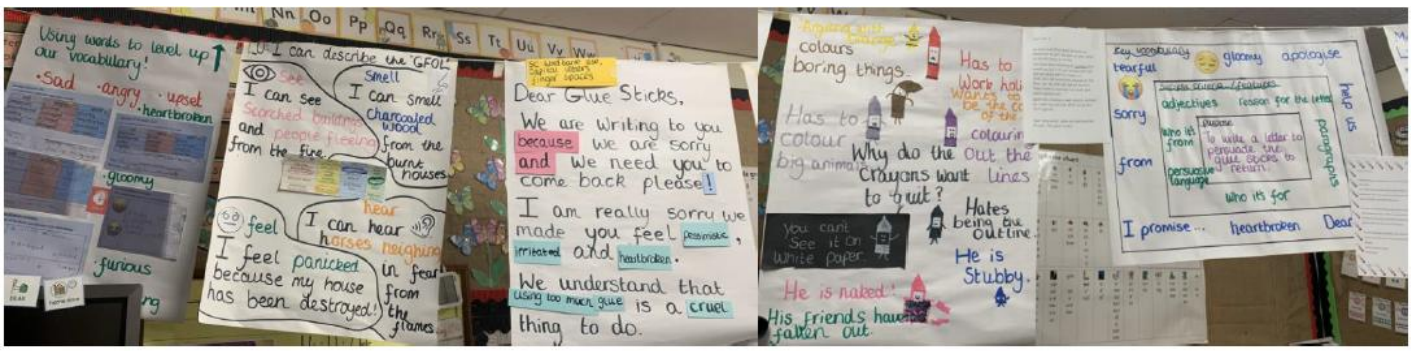


Teaching Sequence for Writing
The Teaching Sequence for Writing consists of key phases:

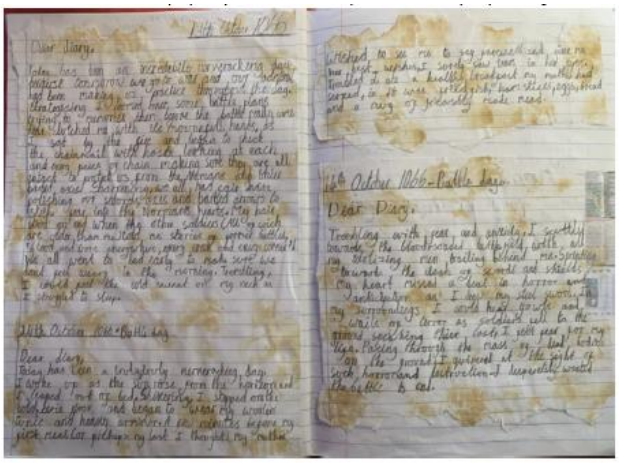
Immersion and Reading as Writers
- Children are introduced to a high-quality model text linked to the genre or purpose for writing.
- Teachers guide children to explore the text's structure, vocabulary, language features, and authorial intent.
- Pupils engage in reading comprehension activities and are encouraged to respond to and discuss the text.
- Grammar and punctuation objectives are identified within context and taught explicitly.

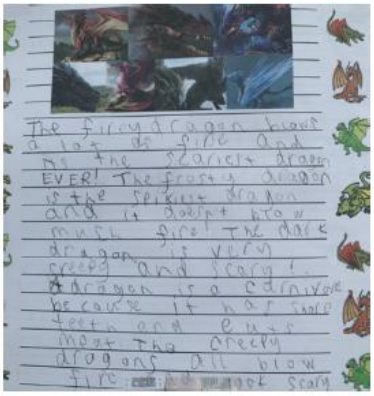
Capturing Ideas and Skills Development
- Children gather vocabulary, ideas, and information relevant to the writing task.
- Discrete and explicit grammar and writing skills are taught.
- Pupils rehearse sentence structures and experiment with language choices.
- Opportunities for shared writing and modelling are provided to scaffold learning.

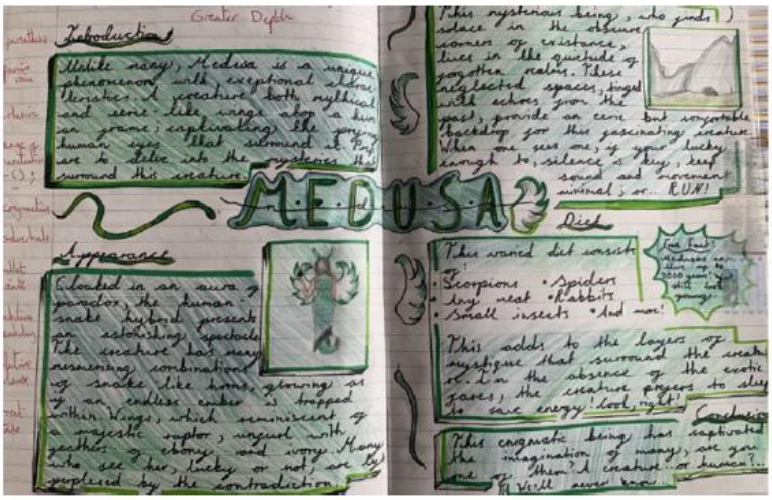
Writing, Editing, Publishing and Assessment
- The writing process includes planning, drafting, editing, and redrafting, with increasing independence as pupils progress through the school.
- Children are encouraged to edit their work using boxed success criteria and peer/teacher feedback.
- Final pieces are published, displayed, or shared with an audience, giving purpose to writing.
- Transcriptional fluency is a focus for the teaching of writing in KS1 and supports pupils in the construction of their own independent sentences.
- Washing Lines are displayed in all classrooms to show the progression of the writing sequence.
- Pupils' writing is displayed to ensure pride is taken in their writing.



Assessed pieces of writing are moderated regularly to ensure consistency and accuracy in writing assessment across the school. Moderation is led by the English Lead and Assessment Lead, who work collaboratively to validate teacher judgements. For each assessed piece, an assessment strip is attached beneath the final draft, allowing teachers to highlight the objectives that have been successfully met by the pupil.







Cross-Curricular Writing and extended writing

Writing is promoted across the curriculum. Children are given opportunities to write for a range of purposes in other subjects, such as history, geography, science, and RE. This reinforces their understanding of different genres and helps them apply writing skills in different contexts.

Grammar, Punctuation, and Spelling

- Grammar is taught both explicitly and discretely and within the context of writing lessons.
- Spelling is taught through a systematic programme in KS1- Little Wandle and Sounds and Syllables in KS2, with regular practice and assessment.
- Children are encouraged to apply their grammar and spelling knowledge in their writing.

Handwriting

A consistent handwriting style is taught throughout the school using *Letter-Join*. Children are encouraged to take pride in their written work and develop fluent, legible handwriting- see handwriting policy.

Assessment and Feedback

- Writing is assessed using Teacher Assessment and NFER papers for Grammar.
- Teachers use formative assessment to inform planning and target individual pupil needs.
- Pupils receive verbal and written feedback, with opportunities to respond and improve their work.
- Moderation of writing takes place regularly within school and across the local cluster of schools.

Inclusion and Support

We are committed to ensuring all pupils can achieve in English, including those with SEND and EAL. Support is tailored to individual needs and may include:

- Differentiated tasks
- Pre-teaching of vocabulary
- Use of visual aids and scaffolds
- Access to additional adult support

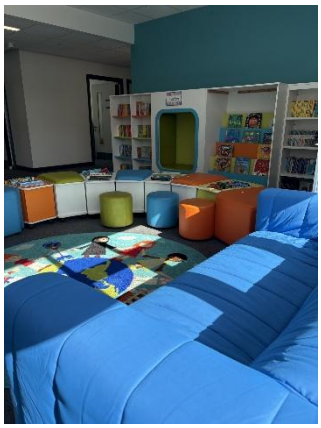
The English Curriculum - Reading

Our book-based curriculum allows children to immerse themselves in quality texts, across the curriculum, thus giving them a wider breadth of vocabulary and knowledge. Reading is taught daily with a focus on fluency, vocabulary, inference and comprehension.
Children have access to our school library and visit as classes or in small groups. Children have a reading book banded book, which is monitored by the class teacher and TA and assessed regularly. Our love for reading is also promoted through high profile events such as World Book Day and our daily DEAR sessions where the last fifteen minutes of each day are dedicated to reading or sharing texts with the children. We use our Reading Bookshelf initiative to encourage children to read outside of school. Children are asked to read 5 times per week and we reward these achievements in reading.

Reading Books & Our School Library:

Children have the opportunity each week to visit the school library with their class where they can enjoy browsing and listening to the materials on offer. During these sessions, children are encouraged to choose books for the class and share these as part of DEAR.






We use book bands to track and assess children's reading across school. Each child is assessed in reading and placed on a book band colour. The class teacher will decide when each child will move onto the next coloured book band using reading assessments and looking at progress made. We want to ensure that children are making progress in their fluency of reading but also with their comprehension skills and understanding of a variety of texts. There is movement within each coloured book band so children will make steps of progress within that coloured book band.

F2 and Y1	DECODABLE READERS Last set of decodable reading books completed Autumn 1 Y2 (phase 5, Set 5)
	GREEN (start Y2 children from Y1 who are GDS)
Y2	ORANGE
	TURQUIOSE
	PURPLE
	GOLD
Y3/4	WHITE/LIME (Y2 GDS)
	BROWN
	GREY
Y5/6	DARK BLUE
	FREE READER

Reading Lessons

Using the class text, lessons use a whole class reading approach; texts are shared with all children and reading activities are planned accordingly and adapted where necessary. There are also opportunities for texts which lend to the topic to be used to further build on children's knowledge and interests in a particular area or text type. These daily lessons encompass a variety of fluency, vocabulary, inference and comprehension. Reading sessions are also planned for across the curriculum and embed fluency, vocabulary, inference and comprehension skills. NFER papers or SATS papers are used to track progress in reading.

Presentation and handwriting

The standard and expectations of presentation is high. We follow a handwriting scheme (Letter Join) across F2-Y6. In each class, we do 15-20 minutes of handwriting practise per day. In Y4-Y6 classes teachers are using snippets of dictated text and extracts of texts to refine and practice letter joins.

Spelling in KS1

At Southglade we follow the Little Wandle 'bridge for spelling' scheme for Year 2.
This develops our phonics teaching from Reception and Year 1, recapping phase 5 in Autumn 1 and bridging to spelling from Autumn 2 onwards. It teaches the children the National Curriculum spelling rules and how these link to the sounds taught in phonics.
The scheme is being developed and we will be following the scheme for all pupils in Year 2 who have passed the phonics screening check and are reading at the correct level based on the fluency assessment.

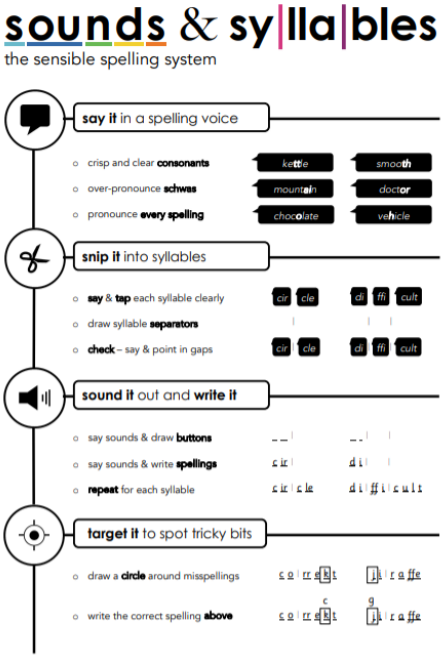
Spelling in KS2

Years 3-6 follow the Sounds and Syllables approach created by Jason Wade.

The aims of the approach are as follows:

- to understand that at its core spelling is a code for **sound**
- to **build** upon previous knowledge and skills
- to understand that **predictable patterns** govern spelling choices
- to provide **extensive practice** with these patterns
- to establish simple, universal **routines** for analysing and spelling words
- to understand how spelling relates to **meaning**
- to understand the **origin** and **history** of words
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The scheme hinges on the following sequence which teaches children how to spell words, encompassing the aims above.



Statutory spellings

The National Curriculum outlines statutory spellings which children must exposed to throughout the English curriculum. These words are taught explicitly in the final spelling session of the week and are taught in line with the sounds and syllables approach.

Supporting children with SEND:

Children who are in years 2 – 6 working significantly below age related expectations, will access phonics.

Spelling Homework

Spellings are set weekly for the children to learn linked to what they have been taught that week.

Monitoring and Review

The English subject leader is responsible for:

- Monitoring the quality of teaching and learning across the school.
- Reviewing planning, teaching sequences, and children's work.
- Supporting staff with CPD and sharing best practices.
- Analysing assessment data and identifying areas for development.