



ENGLISH POLICY

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Signed by:

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Statement of intent, implementation and impact

Intent

At Quinton Primary School, English is at the heart of our curriculum and underpins all areas of learning. We are committed to ensuring that every child becomes a confident reader, writer and communicator, equipped with the essential skills they need for success in school and later life. Our English curriculum is designed to develop a love of language through a strong foundation in phonics, rich reading experiences and purposeful, high-quality writing opportunities.

We prioritise early reading through a systematic synthetic phonics approach, ensuring that children develop secure decoding skills and fluency from the very start of their school journey. As pupils progress, we aim to foster a lifelong love of reading by exposing them to a wide range of high-quality texts, authors and genres, enabling them to build cultural capital and deepen their understanding of the world.

Writing is carefully structured to ensure progression in grammar, punctuation, vocabulary and composition. We intend for pupils to write with clarity, creativity and purpose across a range of contexts and subjects. Through a focus on vocabulary development, language exploration and spoken communication, we aim to develop articulate learners who can express themselves confidently and effectively.

Ultimately, our intent is to nurture enthusiastic readers, skilled writers and confident speakers who are fully prepared for the next stage of their education and beyond.

Implementation

English is taught daily across the school, with a clear and structured approach to phonics, reading and writing.

Early reading is delivered through the Twinkl Phonics programme, with daily, systematic phonics teaching in EYFS and Key Stage 1. Children read fully decodable books matched closely to their phonics stage, ensuring they practise and embed the sounds they have been taught. Regular assessment ensures that teaching is responsive and that no child falls behind.

Reading continues to be prioritised throughout Key Stage 2 through whole-class reading sessions three times per week, using the FRED Reading resources and rich questioning to develop comprehension skills. Pupils are exposed to a wide range of high-quality texts, alongside a carefully selected class novel which is read aloud to model fluency, expression and understanding. Opportunities to read independently and for pleasure are embedded throughout the school day, supported by enrichment activities such as Book Week, World Book Day and reading buddy systems.

Writing is taught through a clear, sequenced approach which builds skills over time. Lessons are carefully planned using progression documents and focus on breaking down National Curriculum objectives into manageable steps. A consistent teaching sequence is followed, including assessment, explicit teaching of skills, exploration of model texts, vocabulary development, planning, writing and feedback. Pupils are given regular opportunities for extended, independent writing, often linked to class texts or wider curriculum topics to ensure purpose and engagement.

Vocabulary development is a key focus across all areas of English, with explicit teaching, modelling and opportunities for application in both reading and writing. High expectations for presentation and handwriting are maintained across all subjects.

Assessment is ongoing and purposeful, including daily formative assessment, half-termly cold writing tasks, termly teacher assessments and GPS testing. This ensures that teaching is responsive and targeted to meet

the needs of all learners. Interventions, including targeted support and programmes such as Nessy, are used to support pupils who require additional help, ensuring that all children make strong progress.

Impact

The impact of our English curriculum is evident in the high standards of reading and writing achieved by our pupils and in their enthusiasm for language and literature. Children leave Quinton Primary School as fluent, confident readers who can access a wide range of texts with understanding and enjoyment.

Pupils develop as capable writers who can write for a variety of purposes and audiences, using accurate grammar, punctuation and ambitious vocabulary. They are able to plan, draft and edit their work effectively, demonstrating independence and resilience in the writing process.

Across the school, children are able to articulate their ideas clearly, using a rich and varied vocabulary. They demonstrate strong comprehension skills, thinking critically about what they read and making meaningful connections across texts and subjects.

As you walk around our school, the impact of English can be seen through:

- High-quality writing across all subjects
- Engaged readers who can confidently discuss texts using appropriate terminology
- Well-presented work that reflects pride and care
- Classroom environments rich in vocabulary and language
- Displays celebrating reading, writing and authors
- Pupil voice demonstrating a genuine love of reading and writing

Through our carefully planned and ambitious English curriculum, pupils are fully prepared for the next stage of their education, with the literacy skills and confidence they need to succeed in the wider world.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE 'National Curriculum in England: English programmes of study'
- DfE 'English programmes of study: key stages 1 and 2'
- DfE 'Headteachers' standards 2020'
- DfE 'Statutory framework for the early years foundation stage'

2. Roles and responsibilities

The governing board is responsible for:

- Ensuring a broad and balanced English curriculum is implemented in the school.
- Ensuring the school's English curriculum is accessible to all pupils.

The headteacher is responsible for:

- Appointing an appropriate subject leader.
- Establishing and sustain high-quality, expert English teaching across all phases, built on an evidence-informed understanding of effective teaching and how pupils learn.

- Ensuring English teaching is underpinned by high levels of expertise in English and approaches which respect the distinct nature of English as a discipline
- Ensuring effective use is made of formative assessment.
- Ensuring a broad, structured and coherent English curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Establishing effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.
- Ensuring that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading.
- Ensuring valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the English curriculum.
- Establishing and sustain culture and practices that enable all pupils, including pupils with SEND, to access the curriculum and learn effectively.

The subject leader is responsible for:

- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to expand on colleagues' areas of expertise in English.
- Organising the deployment of resources and carrying out an annual audit.
- Liaising with teachers across all phases.
- Communicating developments in English to teachers and the SLT, as appropriate.
- Leading staff meetings and providing staff with the appropriate training.
- Organising, providing and monitoring CPD opportunities regarding English skills.
- Ensuring common standards are met for recording and assessing pupils' performance.
- Advising on the contribution of English in other curriculum areas, including cross-curricular and extracurricular activities.
- Collating assessment data and setting new priorities for the development of English in subsequent years.

Teachers are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' English skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach English.

The SENCO is responsible for:

- Liaising with the subject leader in order to implement and develop specialist English-based learning throughout the school.
- Organising and providing training for staff regarding the English curriculum for pupils with SEND.
- Advising staff on how best to support pupils' needs.
- Advising staff on the inclusion of English objectives in pupils' individual education plans.
- Advising staff on the use of TAs in order to meet pupils' needs.

Pupils are responsible for:

- Ensuring they complete work on time and to the best of their ability.

- Ensuring they behave in accordance with the Pupil Code of Conduct.

3. The national curriculum

This section has been created in line with the statutory requirements of the national curriculum for primary-level English, as outlined in the DfE's 'English programmes of study: key stages 1 and 2'. The national curriculum will be followed for all English teaching.

During Reception, in accordance with the 'Statutory framework for the early years foundation stage', focus will be put on the seven early learning goals (ELGs), with the English aspect of pupils' work relating to the objectives set out within the framework. The ELGs cover:

1. Communication and language: listening, attention and understanding; and speaking.
2. Personal, social and emotional development: self-regulation, managing self, and building relationships.
3. Physical development: gross motor skills and fine motor skills.
4. Literacy: comprehension, word reading, and writing.
5. Mathematics: number and numerical patterns.
6. Understanding the world: past and present; people, culture and communities; and the natural world.
7. Expressive arts and design: creating with materials; and being imaginative and expressive.

Spoken language

From Years 1 to 6, pupils will be taught to:

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, role play, improvisations and debates.
- Gain, maintain and monitor the interest of the listeners.
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.

Year 1 Reading

During Year 1, pupils will be taught to:

Word reading

- Apply phonic knowledge and skills as the route to decode words.
- Respond quickly with the correct sound to graphemes for all phonemes, including alternative sounds for graphemes where applicable.
- Read accurately by blending sounds in unfamiliar words containing grapheme-phoneme correspondences (GPCs) that have been taught.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.
- Read other words of more than one syllable that contain taught GPCs.
- Read words with contractions and understand that apostrophes represent omitted letters.
- Accurately read books aloud that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- Reread books to build up their fluency and confidence in word reading.

Comprehension

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
 - Being encouraged to link what they read or hear read to their own experiences.
 - Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
 - Recognising and joining in with predictable phrases.
 - Learning to appreciate rhymes and poems, and to recite some by heart.
 - Discussing word meanings, linking new meanings to those already known.
- Understand both the books they can already read accurately and fluently and those they listen to by:
 - Drawing on what they already know or on background information and vocabulary provided by the teacher.
 - Checking that the text makes sense to them as they read and correcting inaccurate reading.
 - Discussing the significance of the title and events.
 - Making inferences on the basis of what is being said and done.
 - Predicting what might happen on the basis of what has been read so far.
 - Participate in discussion about what is read to them, taking turns and listening to what others say.
 - Clearly explain their understanding of what is read to them.

Year 1 Writing

During Year 1, pupils will be taught to:

Transcription

Spelling

- Spell words containing each of the phonemes already taught, common exception words, and the days of the week.
- Name the letters of the alphabet in order and use letter names to distinguish between alternative spellings of the same sound.
- Add prefixes and suffixes using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs; using the prefix un–; using –ing, –ed, –er and –est where no change is needed in the spelling of the root word.
- Apply simple spelling rules and guidance.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Handwriting

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lowercase letters in the correct direction, starting and finishing in the right place.
- Form capital letters and digits 0-9.

- Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these

Composition

- Write sentences by:
 - Saying out loud what they are going to write about.
 - Composing a sentence orally before writing it.
 - Sequencing sentences to form short narratives.
 - Rereading what they have written to check that it makes sense.
- Discuss what they have written with the teacher or other pupils.
- Read aloud their writing clearly enough to be heard by their peers and the teacher.

Vocabulary, grammar and punctuation

- Develop their understanding of the concepts set out in the national curriculum by:
 - Leaving spaces between words.
 - Joining words and joining clauses using ‘and’.
 - Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
 - Using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’.
 - Learning the appropriate grammar for Year 1.
- Use the grammatical terminology for Year 1 in discussing their writing.

Year 2 reading

During Year 2, pupils will be taught to:

Word reading

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Read accurately words of two or more syllables that contain the graphemes taught so far.
- Read words containing common suffixes.
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Reread books to build up their fluency and confidence in word reading

Comprehension

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.
 - Discussing the sequence of events in books and how items of information are related.
 - Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.

- Being introduced to non-fiction books that are structured in different ways.
 - Recognising simple recurring literary language in stories and poetry.
 - Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
 - Discussing their favourite words and phrases.
 - Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
- Understand both the books that they can already read accurately and fluently and those that they listen to by:
 - Drawing on what they already know or on background information and vocabulary provided by the teacher.
 - Checking that the text makes sense to them as they read and correcting inaccurate reading.
 - Making inferences on the basis of what is being said and done.
 - Answering and asking questions.
 - Predicting what might happen on the basis of what has been read so far.
 - Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
 - Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Year 2 writing

During Year 2, pupils will be taught to:

Transcription

Spelling

- Spell by:
 - Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
 - Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.
 - Learning to spell common exception words.
 - Learning to spell more words with contracted forms.
 - Learning the singular possessive apostrophe.
 - Distinguishing between homophones and near-homophones.
- Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.
- Apply age-appropriate spelling rules and guidance.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Handwriting

- Form lowercase letters of the correct size relative to one another.
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters.
- Use spacing between words that reflects the size of the letters.

Composition

- Develop positive attitudes towards and stamina for writing by:
 - Writing narratives, both real and fictional, about personal experiences and those of others.
 - Writing about real events.
 - Writing poetry.
 - Writing for different purposes.
- Consider what they are going to write before beginning by:
 - Planning or saying out loud what they are going to write about.
 - Writing down ideas and/or key words, including new vocabulary.
 - Encapsulating what they want to say, sentence by sentence.
- Make simple additions, revisions and corrections to their own writing by:
 - Evaluating their writing with the teacher and other pupils.
 - Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
 - Proofreading to check for errors in spelling, grammar and punctuation.
- Read aloud what they have written with appropriate intonation to make the meaning clear.

Vocabulary, grammar and punctuation

- Develop their understanding of the concepts set out in the national curriculum by learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists, and apostrophes for contracted forms and the singular possessive.
- Learn how to use:
 - Sentences with different forms, i.e. statement, question, exclamation, command.
 - Expanded noun phrases to describe and specify.
 - The present and past tenses correctly and consistently including the progressive form.
 - Subordination using ‘when’, ‘if’, ‘that’, or ‘because’ and coordination using ‘or’, ‘and’, or ‘but’.
 - The grammar for Year 2.
 - Some features of written Standard English.
- Use and understand the grammatical terminology for Year 2 in discussing their writing.

Year 3 and 4 reading

During Years 3 and 4, pupils will be taught to:

Word reading

- Apply their growing knowledge of root words, prefixes and suffixes, and etymology and morphology, both to read aloud and to understand the meaning of new words they encounter.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension

- Develop positive attitudes to reading and understanding of what they read by:
 - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction, and reference books or textbooks.
 - Reading books that are structured in different ways and reading for a range of purposes.
 - Using dictionaries to check the meaning of words that they have read.
 - Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.

- Identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- Discussing words and phrases that capture the reader's interest and imagination.
- Recognising some different forms of poetry.
- Understand what they read, in books they can read independently, by:
 - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
 - Asking questions to improve their understanding of a text.
 - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
 - Predicting what might happen from details stated and implied.
 - Identifying main ideas drawn from more than one paragraph and summarising these.
 - Identifying how language, structure, and presentation contribute to meaning.
- Retrieve and record information from non-fiction.
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Year 3 and 4 writing

During Years 3 and 4, pupils will be taught to:

Transcription

Spelling

- Use further prefixes and suffixes and understand how to add them.
- Spell further homophones.
- Spell words that are often misspelt.
- Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.
- Use the first two or three letters of a word to check its spelling in a dictionary.
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Increase the legibility, consistency and quality of their handwriting.

Composition

- Plan their writing by:
 - Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
 - Discussing and recording ideas.
- Draft and write by:
 - Composing and rehearsing sentences orally, including dialogue, progressively building a varied and rich vocabulary and an increasing range of sentence structures.
 - Organising paragraphs around a theme.
 - Creating settings, characters and plot in narratives.

- Using simple organisational devices, e.g. headings and sub-headings, in non-narrative material.
- Evaluate and edit by:
 - Assessing the effectiveness of their own and others' writing and suggesting improvements.
 - Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Proofread for spelling and punctuation errors.
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Vocabulary, grammar and punctuation

- Develop their understanding of the concepts set out in the national curriculum by:
 - Extending the range of sentences with more than one clause by using a wider range of conjunctions, including 'when', 'if', 'because' and 'although'.
 - Using the present perfect form of verbs in contrast to the past tense.
 - Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
 - Using conjunctions, adverbs and prepositions to express time and cause.
 - Using fronted adverbials.
 - Learning the grammar for Years 3 and 4.
- Indicate grammatical and other features by:
 - Using commas after fronted adverbials.
 - Indicating possession by using the possessive apostrophe with plural nouns.
 - Using and punctuating direct speech.
- Use and understand the grammatical terminology for Years 3 and 4 accurately and appropriately when discussing their writing and reading.

Year 5 and 6 reading

During Years 5 and 6, pupils will be taught to:

Word reading

- Apply their growing knowledge of root words, prefixes and suffixes, and morphology and etymology, both to read aloud and to understand the meaning of new words that they meet.

Comprehension

- Maintain positive attitudes to reading and understanding of what they read by:
 - Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, and reference books or textbooks.
 - Reading books that are structured in different ways and reading for a range of purposes.
 - Increasing their familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, fiction from British literary heritage, and books from other cultures and traditions.
 - Recommending books that they have read to their peers, giving reasons for their choices.
 - Identifying and discussing themes and conventions in and across a wide range of writing.
 - Making comparisons within and across books.
 - Learning a wider range of poetry by heart.
 - Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

- Understand what they read by:
 - Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
 - Asking questions to improve their understanding.
 - Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.
 - Predicting what might happen from details stated and implied.
 - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
 - Identifying how language, structure and presentation contribute to meaning.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Distinguish between statements of fact and opinion.
- Retrieve, record and present information from non-fiction.
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously.
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- Provide reasoned justifications for their views.

Year 5 and 6 writing

During Years 5 and 6, pupils will be taught to:

Transcription

Spelling

- Use further prefixes and suffixes and understand the guidance for adding them.
- Spell some words with ‘silent’ letters.
- Continue to distinguish between homophones and other words which are often confused.
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.
- Use dictionaries to check the spelling and meaning of words.
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- Use a thesaurus.

Handwriting and presentation

- Write legibly, fluently and with increasing speed by:
 - Choosing which shape of a letter to use when given choices and deciding whether to join specific letters.
 - Choosing the writing implement that is best suited for a task.

Composition

- Plan their writing by:
 - Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
 - Noting and developing initial ideas, drawing on reading and research where necessary.
 - Considering how authors have developed characters and settings in writing narratives that pupils have read, listened to or seen performed.
- Draft and write by:

- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives.
- Précising longer passages.
- Using a wide range of devices to build cohesion within and across paragraphs.
- Using further organisational and presentational devices to structure text and to guide the reader, e.g. with headings, bullet points, and underlining.
- Evaluate and edit by:
 - Assessing the effectiveness of their own and others' writing.
 - Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
 - Ensuring the consistent and correct use of tense throughout a piece of writing.
 - Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register.
- Proofread for spelling and punctuation errors.
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Vocabulary, grammar and punctuation

- Develop their understanding of the concepts set out in the national curriculum by:
 - Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
 - Using passive verbs to affect the presentation of information in a sentence.
 - Using the perfect form of verbs to mark relationships of time and cause.
 - Using expanded noun phrases to convey complicated information concisely.
 - Using modal verbs or adverbs to indicate degrees of possibility.
 - Using relative clauses beginning with 'who', 'which', 'where', 'when', 'whose', 'that' or with an implied relative pronoun.
 - Learning the grammar for Years 5 and 6.
- Indicate grammatical and other features by:
 - Using commas to clarify meaning or avoid ambiguity in writing.
 - Using hyphens to avoid ambiguity.
 - Using brackets, dashes or commas to indicate parenthesis.
 - Using semi-colons, colons or dashes to mark boundaries between independent clauses.
 - Using a colon to introduce a list.
 - Punctuating bullet points consistently.
- Use and understand the grammatical terminology for Years 5 and 6 accurately and appropriately in discussing their writing and reading.

4. Cross-curricular links

Where possible, the English curriculum provides purposeful opportunities to make meaningful links across the wider curriculum. These connections support pupils in applying their reading, writing and communication skills in a range of contexts, deepening both their understanding and engagement. This includes:

Maths

- Pupils encounter stories, poetry and rhymes that support early mathematical understanding, such as counting, sequencing, pattern and problem-solving.
- Reading comprehension skills enable pupils to interpret mathematical questions accurately, particularly in reasoning and problem-solving contexts.
- Writing opportunities allow pupils to explain their mathematical thinking clearly, using precise vocabulary and structured sentences.

Science

- English supports pupils in reading and understanding scientific texts, including explanations, reports and instructions.
- Pupils apply their writing skills to record investigations, present findings and construct scientific explanations using appropriate technical vocabulary.
- The explicit teaching and development of vocabulary in English enhances pupils' ability to understand and use subject-specific language in science.
- Speaking and listening skills enable pupils to discuss ideas, ask questions and justify their reasoning during scientific enquiry.

Foundation Subjects (e.g. History, Geography, RE, PSHE)

- Writing is embedded across the curriculum, allowing pupils to write for a range of purposes such as recounts, reports, explanations and persuasive pieces linked to their topic learning.
- High-quality class texts are often chosen to complement wider curriculum themes, deepening understanding and engagement.
- Reading skills support pupils in accessing and interpreting a range of non-fiction texts, developing research and enquiry skills.

Drama

- Through reading, performing and exploring drama texts, pupils develop confidence in speaking and listening.
- Role play and drama activities enhance pupils' understanding of character, plot and author intent.
- Opportunities for discussion and performance support pupils in expressing ideas clearly, using appropriate tone, vocabulary and expression.

Art and Design

- English links with art through opportunities to respond creatively to texts through illustration, visual storytelling and descriptive writing.
- Pupils explore how imagery and language work together to convey meaning and emotion.

Computing

- Pupils use digital tools to draft, edit and publish their writing, developing their presentation and editing skills.
- Online research supports reading and comprehension skills, while also promoting critical thinking about sources.

5. Teaching and assessment

Lesson planning

All relevant staff will be briefed on the school's lesson planning procedures as part of staff training.

Throughout the school, English will be taught as a discrete lesson and as part of cross-curricular teaching when appropriate. The statutory national curriculum content from the DfE's 'English programmes of study: key stages 1 and 2', as outlined above, will be used as the starting point for lesson planning.

Lesson plans will balance visual, auditory and kinaesthetic elements used in teaching, ensuring that all pupils with different learning styles can access the learning experience. All lessons will have clear learning objectives, which are shared and reviewed with pupils.

Long-term planning will be used to outline the units to be taught within each year group. Medium-term planning will be used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlighting the opportunities for assessment, identifying learning objectives, main learning activities and differentiation. Short-term planning will be used flexibly to reflect the objective of the lesson, the success criteria and the aim of the next lesson, building on medium-term planning and taking into account pupils' needs.

Teaching

Pupils will be taught to use the correct grammar when writing and speaking, and the correct spelling and punctuation when writing. Lessons will help pupils develop a wide vocabulary through a variety of means, including the following:

- Providing spelling lists and key words for pupils to take home and practise
- Creating displays of key words linked to specific topics and subjects
- Practising using the correct vocabulary orally
- Dedicating lessons to word patterns and choices
- Encouraging the use of dictionaries and thesauruses
- Reading a variety of texts to explore new vocabulary
- Providing one-to-one support where necessary

Classroom teachers will use high-quality resources which effectively model English skills and demonstrate good practice.

The teacher, in collaboration with the subject leader, will ensure that every pupil's needs are met by:

- Setting tasks which can have a variety of responses.
- Providing resources of differing complexity, according to the ability of the pupils.
- Utilising TAs to ensure that all pupils are satisfactorily supported.

Opportunities for learning outside the classroom will be provided where possible. Each year group will have the opportunity to undertake English-based external educational visits at least [once per year](#).

Assessment

Pupils will be assessed and their progression recorded in line with the school's Primary Assessment Policy. Assessment in English will be based upon knowledge and understanding of reading, writing, spelling, punctuation and grammar.

Pupils will be assessed continually throughout the year and will undertake a summative assessment at the end of each academic year. Formative assessment will be carried out informally throughout the year. This will enable teachers to identify pupils' understanding of subjects and inform their immediate lesson planning. The results of end-of-year summative assessments will be passed to relevant members of staff, such as the pupil's future English teacher.

Assessment will take various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against learning objectives
- Specific assignments for individual pupils
- Observing oral and performative tasks and activities
- Pupils' self-evaluation of their work
- Classroom tests and formal exams

The school will act as an exam centre for the SATs statutory assessments in English grammar, punctuation and spelling and English reading. Lessons for Year 6 pupils will be adequately tailored to prepare them for their assessments, including revision time.

Parents will be provided with a written report about their child's progress during the Summer term every year. Reports will include information on the pupil's attitude towards English, progress in reading, ability to write clearly and coherently, and the grammatical knowledge levels they have achieved. Verbal reports will be provided at parent-teacher meetings during the Autumn and Spring terms.

6. Equal opportunities

All pupils will be given equal access to the entire English curriculum, including a variety of reading materials. Where required, pupils with SEND and pupils with EAL will be provided with additional support in order to fully engage with the English curriculum.

Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any protected characteristics, the lesson will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.

The school aims to provide more academically able pupils with the opportunity to extend their English skills and knowledge through extension activities such as further reading material and additional writing tasks.

7. Monitoring and review

This policy will be reviewed [annually](#) by the governing board and subject leader. The next scheduled review for this policy is date.

A named member of the governing board will be briefed to oversee the teaching of English and will meet regularly with the subject leader to review progress.

Any changes made to this policy will be communicated to all teachers.