



Powick Church of England Primary School



English Policy

Reviewed: July 2026

Review Date: Autumn 2028



Powick CE Primary School

‘Embracing Learning Together’

At Powick CE Primary School we are a caring Christian community where everyone is welcome and, following the example set by Jesus, we thread kindness and compassion through everything we do. Through working together, we desire for everyone in our community to flourish by developing their God given talents.



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1. Aims

This policy is for Parents. It aims to set out:

- › Our approach to teaching, monitoring and assessing English writing and reading knowledge and skills
- › How we will make sure our provision for the teaching of English writing and reading is of consistently high quality

2. Legislation and guidance

This policy reflects the requirements and expectations set out in the:

- › [Special Educational Needs and Disability \(SEND\) Code of Practice 2014](#)
- › [Equality Act 2010](#)
- › [Reading framework 2023](#)
- › [The writing framework 2025](#)
- › [National Curriculum programmes of study for English](#)

3. Our vision for English in our school

Powick CE Primary School aims to develop pupils' skills in reading, writing, speaking and listening. By the time that pupils move on from our school, our aim is for them to:

- › Be fluent readers and writers
- › Have a positive attitude towards books and reading, reading widely for pleasure and information
- › Enjoy writing in different contexts and for different purposes and audiences
- › Write clearly, accurately and coherently, adapting language and style accordingly
- › Be curious and creative when it comes to reading and writing – for example, by being interested in learning the meaning of new words
- › Have a wide vocabulary and understanding of grammar
- › Feel confident speaking in class and be able to clearly explain their understanding and ideas
- › Listen carefully and sensitively to adults and their peers

4. Our guiding principles for the teaching of English and literacy

We teach English best when:

- › There is a joyful culture around reading and reading for pleasure in school
- › All staff feel they have the knowledge, skills, understanding and professional support they need to teach English and literacy effectively
- › There's sufficiently detailed and frequent ongoing assessment of pupil progress



- › We expose pupils to different types of reading material, such as through stimulating, high-quality and curiosity-inspiring classroom displays
- › We involve families in supporting their child's reading and writing
- › The English curriculum is coherently planned and sequenced
- › We identify where pupils have learning gaps or aren't making the expected progress, and put in place interventions to target these
- › Teaching resources are available, up to date, varied and diverse, and match pupil and curriculum needs
- › We engage pupils in high-quality back-and-forth interactions
- › We model new language and accurate grammar to pupils
- › We support pupils with speech, language and communication needs – for example, by putting on extra story time

5. Roles and responsibilities

5.1 The Headteacher

The Headteacher is responsible for:

- › Building a team of expert teachers who know and understand the processes that underpin learning to read and write
- › Providing teachers with the appropriate training and resources so that they can competently deliver the English curriculum
- › Creating a stimulating school environment where pupils are exposed to different types of reading material, such as through experiences, books and other classroom resources
- › Promoting a culture of reading for pleasure at the core of the curriculum
- › Developing links with organisations such as school and public library services, authors and others
- › Involving parents/carers and families in supporting their children's reading and writing

5.2 The English and literacy lead

Our English subject lead is Sarah Price and our Early Reading Lead is Kate Lerner. They're responsible for providing leadership and management for English to secure:

- › High-quality teaching and subject knowledge of staff
- › Teaching and learning that is evidence-based
- › A coherently planned and sequenced English curriculum where pupils are taught to read from the beginning in reception
- › Full fidelity to Little Wandle, that includes well-conceived and structured resources for teaching phonics
- › A programme of reading aloud to all pupils from reception to year 6
- › Consistent assessment and accurate teacher judgements within English and Reading



- › Effective use of resources

5.3 Teachers

Teachers are responsible for:

- › Planning effective English writing lessons
- › Providing opportunities for pupils to apply their English skills in a variety of ways, for a variety of purposes
- › Completing relevant marking and assessment
- › Demonstrating their understanding of systematic synthetic phonics in their teaching
- › Making sure that support staff have:
 - Access to planning materials and resources
 - The knowledge and skills they need to support and challenge pupils

6. Curriculum

Early Reading and Phonics

At Powick CE Primary School, we are committed to ensuring that every child becomes a fluent, confident and enthusiastic reader. We use **Little Wandle Letters and Sounds Revised** as our systematic synthetic phonics programme. The programme is implemented with fidelity throughout EYFS, Year 1 and Year 2, and is used to provide targeted support for any pupils in Key Stage 2 who require additional phonics intervention.

All staff involved in the teaching of reading and phonics receive regular training to ensure consistency and full fidelity to the scheme. Phonics is taught daily and assessment information is used to identify children who require additional support to keep up with their peers.

Reading

In the early stages of reading, children participate in Little Wandle reading practice sessions, where they read fully decodable books that are carefully matched to their current phonic knowledge. Reading sessions focus on three key areas: decoding, prosody (fluency and expression) and comprehension. Children are assessed regularly in line with Little Wandle guidance to ensure books remain appropriately matched to their stage of development.

Once children have secured the necessary decoding skills and demonstrate fluency and comprehension appropriate to their age, they become **Free Readers**. Free Readers are encouraged to select books from the school library and classroom collections, promoting independence and reading for pleasure. Teachers monitor book choices to ensure they provide an appropriate level of challenge whilst fostering enjoyment and engagement.



Children identified as the lowest 20% of readers receive additional reading opportunities, including regular one-to-one reading with a skilled adult. This targeted support is designed to help children keep up and catch up with their peers. Pupils who require further phonics support access Little Wandle Keep Up interventions, delivered by trained staff.

In Key Stage 2, reading is taught through high-quality whole-class reading lessons. Pupils are exposed to a diverse range of challenging and engaging texts through carefully planned reading sequences, including texts sourced from **The Reading Booth** and other high-quality literature.

Reading lessons develop fluency, vocabulary, comprehension and critical thinking skills. Children are taught to retrieve information, infer meaning, summarise, predict, explain and evaluate texts using evidence to justify their responses.

Reading for pleasure is a central part of our curriculum. Teachers read a high-quality class text daily, providing children with opportunities to experience rich vocabulary, develop a love of literature and engage with texts beyond their independent reading level.

Writing

In EYFS, writing begins through meaningful opportunities for communication, mark making and storytelling. We use **Drawing Club** to develop children's imagination, vocabulary, oral language and early writing skills. Strong emphasis is placed on developing the foundational skills necessary for successful writing, including gross motor development, fine motor control, core strength and pencil grip. Daily opportunities are provided to develop these skills, particularly throughout EYFS and Key Stage 1.

As children progress through the school, writing is taught through high-quality, carefully selected texts that provide strong models of language, structure and purpose. Writing sequences are planned around a clear audience and purpose, enabling children to understand why they are writing and who they are writing for.

Our writing curriculum follows a structured sequence which typically includes:

- Immersion in high-quality texts and themes
- Reading and deconstruction of model texts
- Explicit teaching of vocabulary, grammar and writing skills
- Planning and rehearsal
- Drafting
- Revising and editing
- Publishing and presenting

Teachers use the gradual release model of '**I do, We do, You do**' to explicitly model the writing process and support children in developing independence as writers. Children are given regular opportunities to write for a range of real and meaningful purposes across the curriculum.



Adaptive teaching strategies, including vocabulary mats, sentence stems, visual supports, modelled examples and scaffolds, are used to ensure all pupils can access learning and achieve success. As children become more confident writers, these supports are gradually removed to promote independence.

Oracy

Oracy is at the heart of teaching and learning at Powick CE Primary School. We recognise that spoken language underpins the development of reading and writing. Pupils are provided with regular opportunities to develop their speaking and listening skills across the curriculum through discussion, debate, drama, collaborative learning and presentations.

Teachers explicitly model and teach vocabulary and encourage children to articulate their ideas using increasingly sophisticated language. Through high-quality classroom talk, children develop confidence, reasoning skills and the ability to communicate effectively with a range of audiences.

7. Inclusion

We set high expectations for all pupils, and will support all pupils to develop their skills in English and reading – including:

- › Pupils learning English as an additional language (EAL)
- › Pupils with SEND
- › Disadvantaged pupils
- › Those who are known (or previously known) to children's social care
- › Pupils who may face other barriers to their learning and/or wellbeing

For more details on how we provide support, see our SEND policy.

7.1 Adaptation

We will provide suitable adaptation to make sure that every pupil makes maximum progress in English, by:

- › Recognising where some pupils need specific help with their English skills – for example, if they have dyslexia, are learning English as an additional language, or lack phonic confidence in writing – and providing appropriate support
- › Providing resources such as phonics mats, word mats and writing frames to scaffold pupils' learning
- › Providing coloured overlays or exercise books for our dyslexic children
- › Identifying pupils who would benefit from more support in an area of their English learning, and running small intervention groups for targeted support each week to aid their progress and attainment. We will monitor these closely to move pupils in and out of these groups as needed
- › Making sure pupils who need it are challenged using additional, more demanding and open-ended tasks and planned challenges within each lesson



8. Marking and feedback

Feedback is used to support pupils in making strong progress by recognising successes, addressing misconceptions and identifying clear next steps for improvement. Teachers prioritise feedback that develops pupils' foundational skills, ensuring that gaps in learning are addressed promptly and effectively.

Feedback may be delivered verbally, through written comments or through whole-class feedback, depending on what will have the greatest impact on learning.

Further details regarding the school's approach to marking and feedback can be found in the Marking and Feedback Policy.

9. Monitoring, assessment and moderation

9.1 Monitoring

We will monitor the teaching and learning of English writing and reading in our school to make sure that all of our pupils make the best possible progress from their starting points. We will also monitor to identify gaps in pupils' learning.

The English Lead will monitor and evaluate the impact of teaching on pupils' learning through:

- Learning walks and lesson observations
- Book looks
- Pupil voice
- Termly pupil progress meetings
- Planning scrutinies

9.2 Assessment

We will track pupils' progress using a combination of formative and summative assessment. Staff will input the children's summative assessment in Writing and Reading on our tracking system 'Insight'. They will also assess foundational skills termly.

Children will complete NTS assessments on a termly basis in Reading and will also sit formal assessments such as:

- The phonics screening check at the end of year 1
- National Curriculum tests in the summer terms at the end of KS2 (Reading and GPS)

Please see our Assessment Policy for further details.

9.3 Moderation

We will standardise writing samples to:



- › Demonstrate how pupils' work meets National Curriculum attainment targets for KS1 and KS2, to help with assessment
- › Make sure staff have a consistent approach to marking pupils' work

We will refer to the exemplification materials for [KS1](#) and [KS2](#) from the Standards and Testing Agency (STA) to support with this.

We will moderate teacher assessments of reading and writing on a termly basis.

Moderation takes place through both the Local Authority and DoWMAT.

10. Learning environment

Pupils will learn English in spaces that:

- › Are well-organised
- › Contain appropriate and good-quality resources for pupils to refer to (in a space where they can find or see them easily)
- › Have minimal distractions
- › Display letter cards and posters showing grapheme-phoneme correspondences that match our school's phonics teaching programme
- ›

11. Resources

11.1 Books

We will select and use books that meet the recommendations in the [2023 reading framework](#), including that they:

- › Cover a wide range of subjects and vocabulary
- › Elicit a strong emotional response
- › Have a strong narrative
- › Have illustrations that are engaging and reflect children from all backgrounds and cultures
- › Include fiction, non-fiction, modern and traditional stories

Once we have chosen our books, we will:

- › Identify a core set of stories for each year group
- › Refresh the list regularly (at least once a year), as new books are published and as our school welcomes new teachers
- › Share the list with parents and carers, and explain its purpose, so they can buy or borrow the books

11.2 School Library and Book Corners

When visiting their Library/ book corner, pupils will be able to:



- › Browse the books
- › Revisit the ones the teacher has read to them
- › Borrow books to read or re-tell at home
- › Spend time there

When arranging the Library/ book corner, teachers will display books clearly and in an engaging way.

11.3 Rhymes and poems

We will choose rhymes and poems that will develop pupils' language skills. The English Lead will identify a core set of poems for each year group, based on the criteria on page 30 of the reading framework.

11.4 Dictionaries and thesauruses

To support with writing and spelling, we will make sure that pupils have access to dictionaries and thesauruses.

12. Review

This policy will be reviewed every 3 years by the English Lead. At every review, the policy will be shared with the full governing board.

13. Links with other policies

This policy links with the following policies and procedures:

- › Curriculum policy
- › SEN/SEND policy and information report
- › Marking and feedback policy
- › Assessment policy
- › Equality information and objectives
- › Behaviour policy
- › Early Years Foundation Stage (EYFS) policy



Date	Reason for amendment	Ratified by LAB
Summer 2026	Adjustment to English in line with writing framework	