



English Policy

Hayward's Primary School



Written by: Kat Seller (School Based Policy)

Approved by Governors on: Summer Term 2025

Next review due by: Summer 2026

English Policy

July 2025

OBJECTIVES

This policy is aimed at raising the attainment of English at Hayward's Primary school by:

- Providing consistency across the school in terms of teaching strategies, displays and layout of books
- Ensuring teachers reflect clearly on the needs of their current class and identify, and use, the most appropriate strategies to ensure their attainment is maximised

- Supporting staff in outlining what 'best practice' looks like at Hayward's Primary School
- Recognising the range of needs at the school and providing opportunities for staff to access support and training

AIMS

We aim to develop pupils' abilities within a broad and balanced curriculum of Speaking, Listening, Reading, Writing, Spelling, Punctuation and Grammar. Pupils are given creative opportunities to consolidate, express and develop their English skills within English lessons and across the Curriculum, and therefore:

- Read, write, speak and listen with confidence, fluency and understanding (using a range of independent strategies, including ICT) and self-correct
- have an interest in books and read for enjoyment
- have an interest in words and their meanings, developing a growing vocabulary in spoken and written forms
- understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation

THE GOVERNING BODY

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The portfolio holder will meet with staff leads to review the progress of English teaching and learning against the School Improvement Plan and other strategic documents. These meetings will consider any obstacles to progress, and potential amendment of targets and priorities, along with any additional resources required. Written reports will be made to the Full Governing Board, at least annually, as set out in the Cycle of Business.

Curriculum (English)	D/R
To recommend the school's English Curriculum Policy and any updates to the GB for approval and to monitor implementation of changes to the school curriculum in line with national and local guidelines and requirements	R
To ensure that the National Curriculum for English is taught to all pupils within school	D
To receive information from the Headteacher and the staff about how the curriculum is taught, evaluated and resourced	D
To contribute to strategic planning within the school, and to lead on the recommendation of the School Improvement/Development Plan and any changes to the full Governing Board	D
To review data with the Headteacher and report key messages on school performance, including benchmarking information, to the Governing Board	D

- The Head teacher shares data regularly with Governors and this is discussed at data meetings with named governors.

CURRICULUM ORGANISATION

At Hayward's, we believe that the English curriculum prepares all pupils to lead an enriched, fulfilling life by teaching the skills they need to communicate effectively and confidently with others, using the spoken and written word. We aim to promote a life-long love of reading which develops their cultural, emotional and intellectual awareness so they can participate fully in the world around them.

In the Foundation Stage the skills of listening, attention, understanding and speaking are encompassed in the prime area of Communication and Language and are fundamental to allow children to be successful in all other learning. In Key Stage 1 Reading and Writing skills are delivered through the specific area of Literacy and enhanced in cross - curricular activities. Phonics plays a key part in the development of reading and spelling in EYFS and Key Stage 1 and as a school we use Read, Write Inc for our teaching of phonics.

Our teaching is planned from the National Curriculum programmes of study. In Key Stage 1, children will have a daily Phonics and Spelling session, as well as an English session which will focus mainly on developing writing skills. Children have a reading slot in which they are read one of the Favourite Five books – a selection of books for each half term that are read many times to the children. Questions posed develop children's language and general comprehension. Handwriting is taught as part of the English lesson and where additional support is needed this is planned in. Dictation happens every day to support the teaching of handwriting and spelling.

In Key Stage 2, children have an hour of English a day where the focus is predominantly on developing writing. Grammar and spelling learning is incorporated into these sessions. Handwriting is taught as part of early morning work. Book Time takes place every day in KS2 for 40 minutes: during this time children have time to read, listening to audio-books, or work with the teacher in the a 'Book Talk' group which focuses on developing reading skills. At the end of the day or the start of the afternoon, the children are read a story.

As well as the time dedicated to English, it also holds a central place in our wider curriculum, where children develop skills of researching and presenting, along with cross-curricular writing.

TO DEVELOP OUR PUPILS AS SPEAKERS AND LISTENERS WE:

- Give them opportunities to express their ideas to a range of audiences.
- Give them opportunities to take part in group discussion and drama activities.
- Encourage them to listen and respond appropriately to others.
- Give them opportunities to evaluate and reflect on their own speech.
- Encourage them to use the vocabulary and grammar of Standard English whenever appropriate. • Expect children to speak in full sentences, using stem sentences to support this.

TO DEVELOP OUR PUPILS AS READERS WE:

- Teach them to read accurately and fluently using a range of strategies.
- Teach RWI and use RWI intervention effectively for maximum progress
- In KS2 set children who need to develop their fluency, the right level books to do this and track their progress
- Regularly assess and provide intervention when it is required through Regular Readers or HFL Fluency Intervention
- Allow the opportunity for children to reflect on and discuss what they have read
- Use our Hayward's Text Progression to know that our children will leave having enjoyed a wide range of high-quality texts
- Teach them how to seek information through a variety of research approaches
- Encourage a love of reading through our well-stocked library, regular reading events, praising effort and achievements and through teachers reading to children everyday
- Help them develop the ability to make informed opinions about their preferences, to know themselves as readers and to articulate their opinions about texts.

TO DEVELOP OUR PUPILS AS WRITERS WE:

- Teach them to write effectively for a range of purposes and a range of reasons, adapting their vocabulary

and style as appropriate.

- Encourage them to write with interest, commitment and enjoyment.
 - Show them how to write in a variety of forms such as stories, poems, reports and letters.
- Show them how to evaluate and edit to improve their own writing.
- Show them how to use punctuation to make meaning clear to their reader.
 - Give them the knowledge and the strategies to become confident and accurate spellers.
 - Teach them a fluent and legible style of handwriting, promoting an understanding of how to present work appropriately.

PHONICS

Throughout the Foundation Stage, early phonetic awareness is promoted and developed through daily activities and routines such as listening games, shared reading, singing and interactive planning sessions. Children are encouraged to identify familiar letters in their name and hear the sounds they are making, identify familiar words, to listen for sounds and to remember sounds.

In Reception and Key Stage 1 phonics is timetabled to be taught daily in planned sessions based on the “Read, Write Inc” program of study. Children are taught to segment and blend words and apply their learning for reading decodable and tricky words. A wide range of activities are used by practitioners to help children achieve the goal of fluent word recognition. Children are ability grouped to maximise individual learning. Throughout school, children are assessed at the end of each phonic phase and either move on to the next stage or repeat the same phase according to the level they have achieved.

Towards the end of Year 1 all children will take part in the national phonics screening test. They will achieve either a pass or fail. If a child fails the screening test, they will retake it in Year 2, receiving additional support in the afternoons.

GRAMMAR AND PUNCTUATION

In Nursery and Reception, children are introduced to the basic principles of grammar and punctuation appropriate for their age range. They learn through a wide range of activities such as singing rhymes, conversations with adults, stories, interactive educational programmes, phonics, reading and writing.

In Key Stage 1 and Key Stage 2, grammar and punctuation skills are taught as part of sequences of writing, with some additional sessions taking place in early morning work, or as planned at the teacher’s discretion. There is a planned progression to ensure all skills are covered, consolidated and built on from Reception up to Year 6.

ASSESSMENT

Children in the Foundation Stage have their attainment on entry assessed by observations and their progress is tracked and monitored using Early Years Outcomes throughout Reception. The Foundation Stage profile will indicate if children are reaching expected levels by the end of Reception and will be used in transition into Key Stage 1.

In Key Stage 1 and Key Stage 2 children are assessed through teacher assessment which informs future planning. Every term, teachers also formally assess the children in reading in the form of a standardised test: PIRA. Children in Key Stage 1 are also regularly assessed as part of RWI. Accelerated Reader helps provide further assessment of children’s reading comprehension through data linked to “quizzing” and children are assessed termly using the Star Reading program, which provides detailed performance analysis including a reading age, ZPD and standardised score. In writing, children complete a minimum of 3 pieces of independent writing a term which are assessed by termly criteria and moderated.

INCLUSION OF ALL PUPILS

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. All children are provided with equal access to the English curriculum.

We aim for all children to reach Age Related Expectation for Writing, Reading, Spelling, Punctuation and Grammar at the end of EYFS, Key Stage One and Two. This is a reflection of the high regard and importance we place on Reading, Writing, Speaking and Listening, Spelling, Punctuation and Grammar, which will then enable each child to further themselves as a learner, a reader, a writer and a speaker. Children with significant SLCN (Speech, Language and Communication Needs) or other SEN are expected to make appropriate progress for their individual

needs and representative of their starting point. We recognise that some children have the potential to exceed the Age-Related Expectation, and we aim to support them in achieving this. Equal opportunities are provided for boys and girls, also for children with special needs, those who are talented or gifted and children from different cultural backgrounds. Children with English as an additional language (E.A.L.) will be given access to additional resources and teaching to support their learning and to ensure they make maximum progress from their individual starting points.

Where children have specific English needs, in addition to taking part in English lessons and receiving quality first teaching, children are supported by Teaching Assistants and HLTAs with areas of expertise via an evidence based intervention. The barriers and needs of the children are identified on a provision map, which is regularly reviewed. Interventions are overseen by the English Leads or SENDCo and progress evaluated with the class teacher.

Examples of areas of additional support:

- Phonics (Daily intervention by teacher or adult for catch up, plus Year 2 catch up for children who fail the Year 1 screening test. In Key Stage 2, Nessy Learning is a computer program we use for phonics catch up) • Reading (Regular 1:1 Readers, HFL Fluency Intervention, Toe by Toe)
- Dyslexia (Nessy Learning, HLTA support)
- Speech and Language (with specialist TA 3x weekly)
- EAL (with specialist co-ordinator plus volunteers)

We benefit at Hayward's from a great deal of volunteer support. Many these volunteers support with reading, by providing 1:1 reading sessions with targeted children. This is particularly aimed at children who are Pupil Premium, children who do not read at home or children who need to improve their fluency and/or comprehension.

FAMILY INVOLVEMENT

Parents/Carers are invited in to share in their children's learning and reading through reading time together (called ERIC Everyone Reading In Class in KS1). Some families support with reading by volunteering to carry out 1:1 reading. This is overseen by relevant class teachers to ensure this has the maximum impact on the children. Information is shared at Parents' Evenings, in termly reports, through reading records and verbally, to help families to support their child's learning at home.

ROLE OF THE ENGLISH LEADER:

The English Leaders oversee the English curriculum's implementation in the school. They also support the teachers in their planning, teaching and assessing. This support can be through 1:1 work, through staff meetings, during lesson observation/learning walk feedback and in unit meetings. There are teacher training meetings, and regular monitoring and evaluating takes place e.g. book scrutiny and learning walks. The English team is also responsible for purchasing and organising resources.

Additional references:

[Handwriting Policy](#)

[Spelling and Grammar Appendix](#)

Member of staff responsible: Kat Seller, Michelle Greedy and Jo Marsh

Date to be reviewed: June 2027