Purleigh Primary School

English Policy

"Achievement for all within a community that cares"

Date adopted: Autumn 2026

Date of review: Autumn 2029

Intent

At Purleigh Community Primary School, we believe that our English Curriculum should instil and develop a love of literacy through reading, writing and discussion. We support pupils by encouraging the habit of reading widely and often, both for pleasure and information, and developing an appreciation for our rich and varied literary heritage. Pupils are supported in the acquisition of a wide vocabulary, an understanding of grammar and the knowledge of linguistic conventions for reading, writing and spoken language. We want pupils to flourish, to feel empowered and to be inspired to be confident readers, writers, speakers and listeners, able to adapt their language and style for a range of contexts, purposes and audiences.

Implementation

When planning and teaching English at Purleigh Community Primary School, we use the fundamental principles from the English Planning Kit, developed by Literacy Consultant Jonathan Bond. This enables us to plan and deliver the 2014 Primary National Curriculum for English coherently and effectively. It provides smaller learning steps for each year group, based on the broad objectives from the National Curriculum. Additional objectives lead to a more rounded and complete English curriculum for our school.

Following the structure of the National Curriculum, the English Planning Kit is divided into four key areas which are then subdivided into fifteen strands, as follows:

Spoken Language	Reading	Writing	Transcription
• Speaking • Listening • Discussion • Drama	• Word Reading • Being a Reader • Comprehension • Being a Researcher	• Planning • Composing • Evaluating • Grammar and Punctuation	• Spelling • Handwriting and Presentation

English learning objectives are taught and embedded, not only in Literacy lessons, but also across the wider curriculum, through purposeful opportunities for reading, writing and discussion, with emphasis on real life purpose and audiences. We use a wide and varied selection of quality texts and resources to motivate and inspire pupils and we celebrate successes regularly in class, as a school and with parents.

Impact

We have developed a strong reading culture, in which children and adults enjoy, share and celebrate a range of reading materials. A partnership of support has been developed through shared feedback between teachers and parents via Reading Record Books. Every child is heard by a teaching adult in school on a 1:1 basis at least once a week, as well as being given opportunities to read aloud within lesson time and share texts with their peers. We also use Celebration Reading Assemblies to maintain the children's motivation to read regularly at home with an adult. As a result, we have a community of enthusiastic readers who are confident to take risks and to tackle challenges.

Our children are resilient writers who enjoy showcasing their learning through purposeful activities and regular cross-curricular opportunities. They are able to edit and improve their work through regular opportunities for peer and self-assessment. High expectations of presentation are reflected in the work in children's books and on displays. We place high

value on all writing opportunities, again recognising the importance of real life scenarios and audiences to allow the children to explore their written repertoires.

We pride ourselves on the children's oral abilities, encouraging purposeful verbal communication throughout their time at school. Children are confident to share and refine ideas through collaborative discussions, can present ideas and explain their thinking in a variety of spoken ways – including our performances for special occasions such as Harvest and Christmas.

Our attainment at the end of EYFS, KS1 and KS2 is consistently higher than the National Average.

Teaching and Learning

Our English provision adheres to the 2014 National Curriculum and is taught through daily English lessons along with a range of regular cross-curricular opportunities.

Speaking and Listening

We recognise that spoken language underpins the development of reading and writing. The quality and variety of language that children hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers ensure the continual development of children's confidence and competence in spoken language and listening skills. They are assisted in making their thinking clear to themselves as well as to others and teachers ensure that children build secure foundations by using discussion to probe and remedy any misconceptions.

Reading

We believe that it should be every child's right to have the opportunity to be surrounded by good quality books in an environment that promotes reading as a positive and worthwhile experience. Reading skills are planned and taught using the English Curriculum, broken down into key skills in the English Planning Kit. Activities and experiences to develop skills in reading include:

- Regular modelled, shared, guided and individual reading sessions within every classroom;
- Explicit teaching of a range of reading strategies;
- Use of a range of quality texts, including multi-media texts;
- Regular opportunities for independent reading;
- Use of Reading Record Books to encourage parental involvement and support;
- Opportunities to select and reject texts from a range of resources within the classroom and School library;
- Daily Story Time sessions at the end of the day in all classes;
- Opportunities for children to 'publish' and share their own texts with others;
- A mix of differentiated guided reading, along with whole class teaching, to ensure all children make good progress.

Writing

We want pupils to leave Purleigh Primary School with the skills to be able to communicate effectively using a range of writing forms and a clear, legible script. They should also enjoy the creative process involved.

It is important that pupils learn to write independently from an early stage and this is encouraged through emergent writing within the EYFS. During EYFS and KS1, the teaching

of phonics, spelling and handwriting complements this process and is used systematically to support writing and to build up accuracy and speed.

To enable pupils to become successful writers, we ensure that they:

- experience a wide range of written texts;
- orally tell and retell stories and other texts to embed language and language patterns;
- experience both shared and guided writing where the teacher explicitly teaches the technicalities of writing;
- have regular planned opportunities to practise writing independently for a variety of purposes and audiences;
- have regular opportunities for peer and self-assessment in order to edit and improve work.

Handwriting

Handwriting is a skill which needs to be taught explicitly. Since handwriting is essentially a movement skill, correct modelling by the teacher is vital. A mixture of whole class, small group and individual teaching is used to support children in achieving the best results. High presentation expectations are in place across all age groups, encouraging children to place a priority in self-pride of their written work, as well as them understanding the need for legibility to convey meaning.

In EYFS, frequent opportunities are made for children to practise the skills required for handwriting in a variety of contexts, including activities for developing gross and fine motor movements.
Letter formation and word spacing is taught and practised as and when it is appropriate. The emphasis at this stage is with **movement** rather than neatness. The emphasis for letter formation is with **starting at the right entry point** and then **moving in the right direction**. If this is learned at this early stage then correct letter formation becomes automatic and has a profound influence on later fluency and legibility. To aid movement, pupils are given support with triangular pencils or special pencil grips (if needed), correct posture, the positioning of the paper and the organisation of the writing space.

Formal handwriting lessons take place weekly from EYF right through to Year 6, using the Penpals for Handwriting scheme.

Good handwriting skills and neat presentation are reinforced continually and consistently in all work across the whole curriculum.

Phonics

All children within the Early Years Foundation Stage and KS1 are given systematic teaching of phonics through the Government accredited scheme, Essential Letters and Sounds (ELS). Children in EYFS and Year 1 receive a daily discrete teaching session of phonics, targeted at their current level of attainment and they are encouraged to apply this learning in their reading and writing across the curriculum.
The Expectation for the learning of phonics is as follows:

Reception:

- Phase 1- revised and assessed in the first few weeks
- Phase 2- starts by end of September
- Phase 1,2 & 3 – secure by end of Reception Year

Year 1:

- Phase 3 revision
- Phase 4 and Phase 5
- End of Year 1- secure on Phases 2,3,4 & 5

Those children who do not achieve the expected score in the Phonics Screen in Year 1 receive regular interventions to support them in achieving the expected score in Year 2.

Assessments are updated half-termly on the Phonics Progress Tracking Sheet and this information is shared with the English Lead and SLT. This regular monitoring, tracking and targeted approach has assisted in consistently achieving above national average attainment scores.

Spelling

Spelling strategies are taught explicitly from Year 1 to Year 6 using spelling lists in the National Curriculum English Appendix 1. These are organised into terms in the English Planning Kit. Children's spelling ability is regularly assessed through group and individual pieces of writing, along with dictations where appropriate.
EYFS and Year 1 children are taught reading and spelling within daily phonics sessions. Pupils are encouraged to apply their phonics knowledge to spelling throughout their writing across all elements of the Curriculum. Strategies are practised and applied through classroom activities.

Assessment

Assessment for learning is used as part of every lesson. This enables teachers to adjust their daily plans either for the whole class or for individual pupils in order to raise attainment and accelerate progress. Good assessment practice ensures that lesson planning is relevant and is based on a sound knowledge of pupils' learning styles, attainment, progress and the next steps in their learning.
Regular feedback is given to pupils, both throughout lessons and through marking, helping them to understand what they have achieved and what they need to do to improve further. This helps the children to understand how to be successful, what they have achieved and what they need to do to improve further.
At the beginning and end of each half term, children produce an independent piece of writing in writing assessment books in order to track progress. This writing is used for moderation.

The following formal statutory tests are administered annually, in line with national requirements:

- Year 1 Phonic Screening Check
- Year 2 Standard Attainment Tests (now optional – Purleigh uses as a solid bench mark for the end of KS1)
- Year 6 Standard Attainment Tests

Other summative assessments are used throughout the school, for example to assess pupils' progress with spelling and reading.

EYFS

Whole class direct teaching of Literacy skills, typically linked to a class theme, is delivered daily, with Phonics teaching in addition to this. This teaching lays the foundation for adult-led

individual or group tasks to follow during the week. Different texts are shared daily with the class, linked to the topic.
Adult-led Literacy tasks are adapted and the work is recorded in Learning Journeys or for the Writing Progress Wall. Assessed pieces of writing are also completed regularly as an adult-led task.
Children practise writing their names most mornings using laminated cards with adult support, and have opportunities to practise writing letters and words during Phonics sessions.
Phonics is taught daily, following the Essential Letters and Sounds accredited scheme. Additional precision teaching is used where applicable to support children who need it.
Literacy skills are also developed through the continuous provision of the environment. Resources are available to be selected by the children to support their emergent reading and children take home a 'library' book from the class reading area, in addition to their individual reading books. A well-resourced and appealing book area highlights the importance of reading. Writing activities are based around the skills being taught that week as well as consolidating those taught previously. A drawing/writing table is always present, and pencils, colouring pens, crayons, whiteboards and pens are available for the children to select during continuous provision.

Equal Opportunities

At Purleigh Community Primary school, we are committed to providing a teaching environment which ensures that all children are provided with the same learning opportunities regardless of social class, gender, culture, race, disability or learning difficulties. Consequently, we aim to enable all children to develop positive attitudes towards others. Resources for gifted and talented children and children with SEND support and challenge appropriately.

Inclusion

All children are entitled to access the English Curriculum at a level appropriate to his or her needs. At Purleigh Community Primary School, we aim to meet the needs of all of our children, providing a variety of teaching and learning styles and differentiated opportunities appropriate to ability levels. Some children will be given more adult support and supervision to allow them to make progress, whilst other children will be extended through challenge activities. Offering enhancing, challenging and enriching opportunities, such as those run across the Trust, enables more able children to progress to a higher level of knowledge and understanding appropriate to their abilities.

Role of the Subject Leader

The role of the subject leader in English is to coordinate the teaching of reading, writing and communication across all phases of the school. This is in order to secure high quality provision for every child, including outstanding teaching and learning, effective use of resources and the highest standards of achievement for all. Key duties that the English subject leader should undertake over the course of the year may include:

- Monitoring of the teaching of English through planning, Writing Assessment Books, Handwriting Books and Reading Record books, climate walks and other lesson observations where necessary;
- Helping to identify and facilitate the professional development needs of staff;
- Organising and maintaining resources, ensuring that these are put to best use by staff;
- Keeping abreast of new initiatives in literacy teaching;
- Liaising with SLT to help implement school improvement priorities;

- Liaising with the school SENDCo to offer the best support for children with literacy difficulties;
- Planning and organising literacy enrichment opportunities;

Parents

At Purleigh Primary School we actively encourage the involvement of families and the wider community to help support the teaching of English. Parents support children's learning in English in the following ways:

- Sharing books and reading together with their children;
- Communicating through Reading Record Books;
- Supporting children with English homework e.g. spelling, phonics, research;
- Attending learning walks and exhibition of work events;
- Attending school-led workshops (e.g. Phonics Coffee Morning), assemblies and productions.