



English Policy

Date Reviewed/Updated: September 2025

Next Review: September 2026

Every Child, Every Chance, Every Day; Working Together

1. WHAT DOES ENGLISH MEAN TO OUR SCHOOL?

Crabtree Farm Primary School gives high priority to English work and puts English skills at the very centre of all children's learning. Throughout this policy we have outlined the principles, aims and objectives that we believe are instrumental in ensuring the continuity and progression of the teaching and learning of English through the school. We believe that these contribute to raising standards of achievement and ensure that all children reach their full potential, becoming literate and successful learners.

2. SPEAKING AND LISTENING

We believe that children should become confident and competent speakers, and that speaking is a tool for learning. The four strands of Speaking and Listening: listening, group discussion, interaction and drama are used to engage all pupils in order to raise reading and writing standards.

Aims and Objectives

To enable children to:

- 2.1 Use grammatical constructions that are characteristic of spoken, standard English and apply this knowledge to a range of contexts.
- 2.2 Speak clearly, fluently and confidently in a range of situations including role-play, discussion, reporting and describing events, as well as more formal presentations and drama-based performances.
- 2.3 Work collaboratively and to join in confidently as members of a group.
- 2.4 Listen attentively, with sensitivity and understanding, in a variety of situations and act accordingly.
- 2.5 Use spoken language to try out and rehearse ideas before writing.

3. PHONICS

At Crabtree Farm Primary School we aim to present high quality, systematic phonics teaching. The teaching of phonics is to be based on 'Little Wandle Letters and Sounds' synthetic phonics scheme. In F1 children are taught to orally blend and segment, focussing on hearing and identifying sounds in words. In F2, we build from 10-minute lessons, to the full-length (30 min) lesson as quickly as possible. Children make a strong start in F2: teaching begins in Week 2 of the autumn term. We follow the Little Wandle Letters and Sounds Revised expectations of progress: Children in Reception are taught to read and spell words using Phase 2 and 3 grapheme phoneme correspondence (GPCs), and words with adjacent consonants (Phase 4) with fluency and accuracy. Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy. During the autumn term, Year 2 will review phase 5 and continue on to the Little Wandle Bridge to Spelling Programme. After assessments, children will then progress to the Year 2 Spelling Programme. Phonics continues into the rest of Year 2, and beyond, for those children who require it.

Aims and Objectives

To enable children to:

- 3.1 Identify sounds in spoken words.
- 3.2 Recognise the common graphemes for each phoneme (the smallest unit of sound in a word).
- 3.3 Blend phonemes into words for reading.
- 3.4 Segment words into phonemes for spelling.

4. READING

In KS1 and Early Years, reading will be taught three times a week through reading practice sessions alongside Little Wandle phonics. This will include a decoding lesson, a prosody lesson and a comprehension lesson. Books will be matched appropriately to children's phonics levels.

In KS2, reading will be taught through either group reading sessions or whole class reading lessons. Shared reading is carried out in English lessons. In all of these types of lesson, reading strategies and comprehension skills are explicitly taught, and assessed, in line with the 2014 National Curriculum expectations. All children in school will take home a book at the appropriate level and a second book for reading for pleasure. All children have reading diaries which parents/carers are encouraged to use at home.

Pupils' interest and pleasure in reading is developed as they learn to read confidently and independently. Pupils read a variety of materials and use their knowledge of words, sentences and texts to understand and respond to the meaning.

We have the 'Red Ted' programme running throughout school. The children collect badges as they get their reading diaries signed to encourage children to read regularly at home.

Strategies include;

- phonetic decoding,
- prosody and fluency,
- six strategies of comprehension (monitoring comprehension, activating background knowledge, questioning, inferences/ predictions, determining importance, summarising),
- book introductions,
- strategies to help us,
- explicit teaching of vocabulary,
- DERIC starters,
- regular reading comprehension lessons,
- group reading,
- whole class reading.

Aims and Objectives

To enable children to:



- 4.1 Read with fluency, accuracy, understanding and enjoyment.
- 4.2 Become independent, discerning and critical readers.
- 4.3 Develop an awareness of the range of reading skills required for different purposes and for a range of text types.

5. WRITING

At Crabtree Farm Primary School we instil in pupils the belief that writing is both essential to thinking and learning, and enjoyable in its own right. Furthermore, the utilisation of writing skills is cross-curricular and not restricted to the English lesson.

Spelling is taught initially through phonics and then through specific spelling lessons.

Children receive regular handwriting lessons in Early Years to Year 6.

Modelled, shared, guided and independent writing takes part in English lessons, with skills learned being practiced on a cross-curricular level. Grammar is taught using the Rainbow Grammar Curriculum.

Aims and Objectives

To enable children to:

- 5.1 Become independent, enthusiastic writers.
- 5.2 Express themselves in different contexts and for a variety of purposes and audiences.
- 5.3 Become aware of the writing process from ideas through to completion, being able to assess their own efforts and improve them through drafting, sharing, refining and editing, including using ICT.
- 5.4 Deepen their understanding of grammatical structures (including punctuation) and apply these skills in their writing in a meaningful and creative way.
- 5.5 Extend and develop their creative abilities by experimenting with a range of genres, poetry and language conventions.
- 5.6 Present written information effectively through developing fluent, joined and legible handwriting, and using ICT.
- 5.7 Develop a range of strategies, in order to become independent and accurate with their spelling while deepening their understanding of word structures and meanings.

6. TEACHING AND LEARNING

- 6.1 Lessons build on prior learning. They are interactive, have pace and use a variety of teaching and learning strategies to cater for the varying needs of our children.
- 6.2 Formative and summative assessments and pupil feedback address any issues arising.

6.3 Support staff play a varied and vital role in our lessons.

7. RECORDING AND PRESENTATION

- 7.1 Children will complete extended writing pieces, forming a writing portfolio, which are used to assess the children's writing progress termly.
- 7.2 The majority of work completed in English lessons will be recorded in red books. 'Gold' books are used for informal jottings and short English development activities.
- 7.3 Work to be marked in line with the school's marking and feedback policy.

8. PLANNING

- 8.1 All teachers will produce medium term plans and weekly planning for English on the school's agreed planning format.
- 8.2 All planning should include Rainbow Grammar objectives which, where possible, should be relevant to the main lesson objective.
- 8.3 Spelling planning can either be incorporated into the main weekly plan or on a separate plan.
- 8.4 If reading objectives are being taught as part of a book topic within the main English lesson then these objectives need to be present on the weekly English plan.
- 8.5 Additional reading lessons are planned separately.
- 8.6 Planning should be accessible in all classrooms/ teaching areas.

9. SEND

Special Educational Needs / Lower Attaining Children

- 9.1 Children have a wide range of abilities. In their planning teachers must plan for adapted activities to ensure that the work is matched to the needs of the individual and to groups of children.
- 9.2 Lower attaining children should have access to a broad and balanced curriculum with appropriate support.
- 9.3 Children should be taught how to use a range of apparatus and equipment to support their learning.

10. HIGHER ATTAINING CHILDREN

- 10.1 Higher attaining children should not be allowed to become complacent. They should be continually stretched. This can be achieved through:
 - (a) Providing additional tasks
 - (b) Giving children the opportunity to make decisions and choices about what they do and how they do it.
 - (c) Providing activities that are staged to become increasingly challenging.
 - (d) Providing extension activities.

(e) Allow for a task to be extended.

11. DISPLAY AND CLASSROOM ENVIRONMENT

- 11.1 It is an expectation that in each teaching area there is an English working wall which should include the writing unit's WAGOLL, rainbow grammar terminology, year-group specific punctuation, phonics/spelling conventions and vocabulary.
- 11.2 Within each teaching area there is an expectation that high quality cross curricular writing will be on display.
- 11.3 Every classroom will have a designated reading area that should include a selection of high-quality children's literature and an inspirational environment in which to read.

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