



English Policy

Completed by: Mrs Norris

Date Implemented: September 2026

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Stanley Crook Primary School

Introduction

At Stanley Crook Primary School, we believe that language and literacy are fundamental to children's success both in school and throughout their lives. English lies at the heart of the curriculum and enables pupils to communicate effectively, think critically, develop creativity and access learning across all subjects.

We are committed to developing confident communicators, enthusiastic readers and effective writers. Through a rich, ambitious and inclusive curriculum, pupils develop the knowledge, skills and understanding necessary to become successful learners and responsible citizens.

We recognise that reading is the gateway to learning and prioritise the development of strong reading habits, ambitious vocabulary, fluent communication and high-quality writing from the Early Years Foundation Stage through to Year 6.

Intent

The English curriculum at Stanley Crook Primary School aims to:

- Develop fluent, confident readers who read widely and for pleasure.
 - Foster a lifelong love of reading through exposure to high-quality texts.
 - Develop articulate speakers who can communicate effectively in a range of contexts.
 - Enable pupils to write clearly, accurately and creatively for a variety of audiences and purposes.
 - Develop ambitious vocabulary and a strong understanding of language.
 - Promote high standards of literacy across the curriculum.
 - Ensure all pupils become increasingly independent learners.
 - Provide an inclusive curriculum that enables all pupils to achieve success.
 - Equip pupils with the communication skills needed for future education, employment and life in modern Britain.
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Statutory Requirements

The teaching of English is based upon:

- The National Curriculum for England.
- The Statutory Framework for the Early Years Foundation Stage.
- The Equality Act 2010.
- Special Educational Needs and Disability legislation.
- Relevant safeguarding guidance, including Keeping Children Safe in Education.

The National Curriculum aims for all pupils to:

- Read easily, fluently and with good understanding.
 - Develop the habit of reading widely and often.
 - Acquire a broad and rich vocabulary.
 - Appreciate a rich literary heritage.
 - Write clearly, accurately and coherently.
 - Adapt language and style for a range of purposes and audiences.
 - Use discussion to learn and explain their ideas.
 - Become competent speakers and listeners.
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Curriculum Intent, Implementation and Impact

Intent

We aim to provide a language-rich environment that promotes speaking, listening, reading and writing as essential life skills. Reading is prioritised throughout the school and pupils are encouraged to develop a genuine love of literature.

Implementation

English is taught daily across all year groups and is carefully planned to ensure progression in:

- Word reading.
- Reading comprehension.
- Vocabulary development.
- Spoken language.
- Writing composition.
- Grammar and punctuation.
- Spelling.
- Handwriting.

High-quality texts form the basis of English teaching and provide meaningful contexts through which pupils learn and apply literacy skills.

Learning is enriched through drama, discussion, performance, collaborative work and purposeful cross-curricular opportunities.

Impact

Children will:

- Read fluently and with understanding.
- Develop a love of literature and reading for pleasure.
- Communicate confidently and effectively.
- Write with increasing accuracy, independence and creativity.
- Apply literacy skills successfully across the curriculum.
- Develop ambitious vocabulary and strong language skills.
- Be prepared for the next stage of education.

Early Years Foundation Stage

Communication and Language and Literacy are central areas of learning within the EYFS curriculum.

Children are provided with opportunities to:

- Talk confidently with adults and peers.
- Listen attentively.
- Develop vocabulary through high-quality interactions.
- Engage with stories, rhymes, poems and songs.
- Explore mark making and early writing.
- Develop early reading skills through systematic synthetic phonics.
- Develop a love of books and storytelling.

Learning environments are language-rich and promote communication through both adult-led and child-initiated activities.

Reading

Reading is a whole-school priority and underpins learning across all curriculum areas.

Our reading provision reflects the principles outlined within the DfE Reading Framework and places equal importance on:

- Word reading.
- Language comprehension.
- Reading fluency.
- Reading for pleasure.

Children access a wide range of high-quality fiction, non-fiction and poetry texts and are given regular opportunities to discuss, analyse and respond to what they read.

Reading is promoted through:

- Daily reading opportunities.
 - Whole-class reading.
 - Individual reading.
 - Guided reading.
 - Reading for pleasure.
 - Story time.
 - Library provision.
 - Author studies and literature-based learning.
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Phonics and Early Reading

The school uses a systematic synthetic phonics approach to teach early reading.

Children receive daily phonics instruction and opportunities to apply their phonics knowledge through reading and writing.

Pupils who require additional support are identified promptly and receive targeted intervention to help them keep up with age-related expectations.

The school uses appropriately matched decodable reading books to support early reading development.

Reading Comprehension

Pupils are taught a range of comprehension strategies which enable them to understand, analyse and evaluate texts.

Teaching focuses on:

- Retrieval.
- Inference.
- Prediction.
- Vocabulary.
- Summarising.
- Explanation.
- Authorial intent.
- Evaluation.

Children are encouraged to justify their opinions using evidence from texts and develop critical reading skills across a wide range of genres.

Writing

Our aim is to develop confident, skilled and enthusiastic writers.

Pupils are given opportunities to:

- Write for a range of audiences and purposes.
- Compose fiction, non-fiction and poetry.
- Plan, draft, edit and improve writing.
- Apply grammar, punctuation and spelling accurately.
- Write independently at length.
- Develop creativity and authorial voice.

Writing opportunities are embedded across the curriculum to ensure pupils apply and transfer their skills in meaningful contexts.

Handwriting

The school uses a consistent handwriting approach to ensure progression from EYFS to Year 6.

Pupils are taught to develop:

- Correct letter formation.
- Legibility.
- Consistency.
- Fluency.
- Presentation skills.

High expectations for handwriting and presentation are maintained across all curriculum areas.

Spelling, Punctuation and Grammar

Spelling, punctuation and grammar are taught both explicitly and within the wider context of reading and writing.

Teaching provides pupils with knowledge and understanding of:

- Word classes.
- Sentence structure.
- Punctuation.
- Vocabulary.
- Spelling conventions.
- Grammar terminology required by the National Curriculum.

Pupils are encouraged to apply these skills independently in all written work.

Oracy and Spoken Language

Oracy is a key priority across Stanley Crook Primary School.

Structured opportunities for discussion, presentation, storytelling, performance and debate are embedded throughout the curriculum.

Teachers actively model and promote high-quality spoken language and provide opportunities for pupils to:

- Articulate ideas clearly.
- Justify opinions.
- Listen attentively.
- Build on the ideas of others.
- Adapt language for different audiences and purposes.

We value every pupil's voice and recognise the important role oracy plays in raising attainment and developing confidence.

Technology and Digital Literacy

Technology is used where appropriate to enhance learning in English.

Pupils use digital tools to:

- Access texts.
- Conduct research.
- Draft and publish writing.
- Present ideas.
- Develop communication skills.

Pupils are taught to evaluate digital information critically and use technology safely and responsibly.

Staff will use emerging technologies, including artificial intelligence, in accordance with the school's safeguarding, online safety and data protection procedures.

Safeguarding

Safeguarding is embedded throughout the English curriculum.

Through high-quality texts, discussion and writing opportunities, pupils explore themes including:

- Personal safety.
- Healthy relationships.
- Diversity and inclusion.
- Respect.
- Wellbeing.
- Resilience.

Any safeguarding concerns identified through children's spoken or written work will be managed in accordance with the school's Safeguarding and Child Protection Policy.

Inclusion

Stanley Crook Primary School is committed to ensuring that all pupils can access and succeed within the English curriculum.

Teachers will adapt teaching approaches, resources and support as necessary to meet the needs of:

- Pupils with SEND.
- Pupils with EHCPs.
- Pupils with English as an Additional Language.
- Disadvantaged pupils.

- More able learners.

Appropriate scaffolding, intervention and challenge will be provided to ensure all pupils make progress from their starting points.

Equality and Diversity

The school promotes equality, diversity and inclusion through the English curriculum.

Pupils engage with a wide range of authors, texts and experiences that reflect different cultures, perspectives and backgrounds.

We are committed to ensuring that every pupil feels represented, respected and valued.

Teaching and learning will comply with the Equality Act 2010 and support the school's Equality Information and Objectives.

Assessment

Assessment is integral to effective teaching and learning.

Teachers use a range of formative and summative assessment approaches including:

- Observation.
- Discussion.
- Pupil conferencing.
- Independent work.
- Reading assessments.
- Writing assessments.

Assessment information is used to:

- Monitor progress.
- Identify misconceptions.
- Inform future planning.
- Support intervention.
- Report attainment and progress to parents.

Assessment arrangements are consistent with the school's Assessment Policy.

Parental Engagement

We recognise the important role parents and carers play in supporting literacy development.

The school supports parental engagement through:

- Home reading opportunities.
- Reading records.
- Curriculum information.
- Parent meetings.
- Workshops and information sessions.
- Communication through the school's approved communication platforms.

Parents are encouraged to support reading, language development and writing at home.

Leadership and Monitoring

The English Subject Leader is responsible for leading and developing English across the school.

This includes:

- Monitoring teaching and learning.
- Reviewing pupil outcomes.
- Conducting book scrutinies.
- Gathering pupil voice.
- Supporting staff development.
- Monitoring curriculum implementation.
- Maintaining and developing resources.
- Leading policy development and evaluation.

Monitoring outcomes contribute to school improvement priorities and action planning.

Linked Policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy
 - SEND Policy
 - SEND Information Report
 - Assessment Policy
 - Behaviour Policy
 - Equality Information and Objectives
 - Accessibility Plan
 - Early Years Policy
 - Online Safety Policy
 - Data Protection Policy
 - Feedback and Presentation Policy
 - Curriculum Policy
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Review

This policy will be reviewed annually by the English Subject Leader, Headteacher and Governing Body, or sooner should national guidance or local requirements change.

Stanley Crook Primary School is committed to improving outcomes for all pupils

