



Coton-in-the-Elms Primary School

English Policy

Version	Last Review	Reviewed by:	Next Review	Comments
2	April 2016	Mrs J Smith	April 2022	
3	March 2023	Mrs J Smith	April 2025	Reformatted Little Wandle approach included Talk for Writing approach included Changes to assessment Inclusion of instructional coaching Changes to teaching of spelling and grammar Inclusion of reading spine
4	April 2025	Mrs L. McIntosh	April 2026	Further clarification about the teaching of grammar.

Perseverance Enjoyment Awe and Wonder Compassion Excellence

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INTENT

1. Introduction

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations,

2. Ethos & Aims

At Coton in the Elms Primary School we have a very strong focus on the teaching of English, in particular the teaching of Early Reading (see also the Early Reading policy). We follow the National Curriculum's Purpose of Study and believe that English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised demonstrating to others and participating in debate.

IMPLEMENTATION

3. How is it Taught?

Phonics in EYFS and KS1:

All children are taught phonics on a daily basis. The children are in differentiated groups and the lessons are pitched to meet their academic needs. The groups are reassessed half termly and groups are reorganised to help support progression.

We follow Little Wandle to teach phonics and all members of staff received training from the Early Reading Lead to ensure consistency with the teaching and expectations.

Writing:

We follow the principles of Talk for Writing across the whole school. All children in school have the opportunity to write every day. This does include cross-curricular writing. In EYFS the teacher models high standards of basic writing daily and the children have structured opportunities to write, as well as daily opportunities to write during their exploring time. The teaching follows the expectations from Development Matters. In KS1 the teachers build upon the knowledge from EYFS and implement the National Curriculum expectations for Year 1 and Year 2. There are daily opportunities to write and the teachers model the age-related expectations. In KS2 the teachers build upon the knowledge from KS1 and implement the National Curriculum expectations for KS2. There are daily opportunities to write and the teachers model the age-related expectations. All year groups are exposed to a wealth of genres and are taught the age-related Spelling Punctuation and Grammar (SPaG) within the English lessons, and receive a weekly separate SPaG lesson. Spellings are learnt as a homework activity and are tested weekly. At Coton-in-the-Elms Primary School we deliver explicitly taught sessions to teach the spelling rules, followed by opportunities to revisit, rehearse and apply the spelling rule in a range of contexts.

Reading

At Coton-in-the-Elms Primary School we endeavour for all children to read fluently as quickly as possible and we pride ourselves on promoting a love of reading. We promote reading in a variety of different ways in the school and read with/to the children whenever possible. To support the teaching of reading we build upon the children's knowledge of phonics and teach the different areas of comprehension. This happens in discrete lessons during the week. In EYFS to Year 3 (dependent on needs of the cohort) we follow the Early Reading model based upon Little Wandle practice and in Years 4, 5 and 6 the children have whole class reading comprehension lessons.

In EYFS and KS1 each child is heard to read three times a week by a member of staff and books are sent home for children to continue to develop their reading fluency. Once children can read fluently, and have successfully completed the fluency assessment check form Little Wandle, they move on to lexiled books. This enables pupils to apply and further develop their reading fluency, whilst reading a 'real' book, thus promoting a love of books. All pupils have access to a range of high-quality texts and extracts.

Comprehension skills are developed through direct teaching of the reading skill, based on the content domains. Pupils are explicitly taught how to locate answers in a text and formulate clear and precise responses to comprehension questions. This practice can be seen across school and specifically in upper key stage 2.

The school has developed a Reading Spine, which identifies high-quality texts for pupils to have read to them in designated story times. The texts ensure pupils are exposed to equality and diversity beyond the school's context.

4. Planning and Progression

To ensure whole school consistently in English we follow the National Curriculum expectations to plan for progression. There are progression documents in place for each aspect of the English curriculum, which clearly identifies the non-negotiable teaching for that year group. Medium-Term Plans are devised by class teachers based upon the progression documents. Each unit is driven by a high-quality text. Staff identify the 'sticky knowledge' they want children to acquire whilst studying this unit. Each class teaches the objectives from the curriculum according to the year group being taught.

Phonics is planned for and follows the progression of Little Wandle. The school has full fidelity to this scheme.

Comprehension lessons teach the reading skill linked to the Reading Content Domains. Pupils are explicitly taught how to respond to different question types. For spelling, the school delivers explicitly taught sessions at the start of the week to teach the spelling rule. Pupils then have the opportunity to practice, apply and embed their understanding of rule throughout the week.

Grammar is taught throughout writing lessons when links can be made. There is a clear progression document in place, highlighting the aspects of grammar from the National Curriculum that should be taught each half term from Years 1 to 6. Staff have access to an online platform, which provides lesson plans and resources that align with our school plans. This supports with staff's subject knowledge and workload.

5. Support for SEND Pupils and Inclusion

At Coton in the Elms Primary School, we teach English to all children. English forms part of the school curriculum policy to provide a broad and balanced education to every child. Through our English teaching, we provide learning opportunities that enable pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. We have high expectations of all pupils. Pupils are set targets, which are reviewed half termly, and progress is measured in small steps against the continuums.

IMPACT

6. Assessment and Recording

At Coton in the Elms Primary School we assess the children's learning throughout the lesson, as part of our formative assessment. Staff are trained in the Science of Learning and apply strategies to support pupils in the retrieval and revisiting of prior learning. Any misconceptions will be addressed and supported in the lesson, through the use of assessment for learning strategies, including live marking and in the moment feedback. This is proven to have the highest impact on the outcomes for the children. For our summative assessment we use Fisher Family Trust (FFT) to set targets, gather and analyse assessment data. We have 3 data drop points throughout the academic year. Pupil Progress meetings are held with staff to discuss progress and attainment. Targets and actions are set accordingly in order to close gaps and accelerate progress. NFER tests are used in years 1 – 6 termly to support teacher assessment judgements of reading comprehension.

Reception and Year 1 pupils (plus any other pupils on the Little Wandle program) are assessed regularly using a diagnostic assessment. Heat maps show areas to target for individuals. Catch up and keep up sessions are used to support pupils to close the gap.

7. Monitoring

Senior leaders monitor the teaching of English by conducting Learning Walks to assess the children's knowledge and understanding during the lessons. Work sampling takes a sample of work from each class, showing a range of abilities to review the evidence of progression from each year group.

The school have an instructional coaching approach, whereby staff are supported regularly to improve their practice through short, sharp coaching activities. Coaches are trained mentors and are highly skilled in their own understanding of pedagogy.

Book Look

Leaders will look at the children's books and make sure that there is:

- Evidence of ample amount of writing
- High expectations are being taught to all children
- High expectations of presentation
- Evidence of cross-curricular writing
- The children are accessing age appropriate texts/objectives/genres

8. Pupil Voice

The children are the voice of Coton-in-the-Elms Primary School and we value their views to their learning. Leaders conduct opportunities for the children to discuss their views on English, the teaching of English and our school vision of English.