



**WOODLANDS FEDERATION**

# **English Policy**

**Dallington CE Primary School**



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To be reviewed 2028**

Dallington CEP School

# Dallington CE Primary School

## Aims:

- The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, so using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Learners gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.
- to enable children to speak clearly and audibly in ways which take account of their listeners;
- to encourage children to listen with concentration in order to be able to identify the main points of what they have heard;
- to enable children to adapt their speech to a wide range of circumstances and demands;
- to develop children's abilities to reflect on their own and others' contributions and the language used;
- to enable children to evaluate their own and others' contributions through a range of drama activities;
- to read with confidence, fluency and understanding;
- to show an interest in books, read with enjoyment, evaluate and justify their preferences;
- to understand phonics and use this knowledge to read and spell accurately
- to help children enjoy writing and recognise its value;
- to enable children to write with accuracy and meaning in narrative and non-fiction;
- to increase the children's ability to use planning, drafting and editing to improve their work;
- to develop a fluent and legible handwriting style.

## Teaching:

- Each child should have a daily lesson in English, of appropriate length, depending on their age.
- Direct teaching should include the use of models and explicit teaching of sentence construction including appropriate grammar terminology for the child's level. This should happen at all ages and stages of primary education.
- English is a core subject in the National Curriculum, and we use the National Curriculum as the basis for implementing the statutory requirements of the programme of study for English. This is supplemented by following The Drawing Club approach in EYFS, colourful semantics in KS1 and The Write Stuff approach.

We carry out the curriculum planning in English in three phases: long-term, medium-term and short-term.

English, like all subjects at Dallington is planned for in a cross curricular and creative way where possible.

Recording of work:

- Work may be recorded in photographs, video and sound as well as the traditional written form.
- When recording work in books, the school's presentation policy applies.

Meeting the needs of all pupils:

- As a school we conduct a keep up not catch-up approach and endeavour to use daily intervention to support all learners to work at a similar pace. When there are times that a child requires additional support more regular this will be done through an adapted curriculum, adult support, task adaptation and additional resources. Lessons should be differentiated to meet the needs of all learners.

Working with parents

- Parents will be informed of how they can help their child with English – phonics, learning spellings, regular reading out loud, rehearsing presentations.
- Parents will be informed of how we teach spelling and grammar.
- Parents will be invited to workshops on how to help their children with English.

SMSC:

- Every opportunity should be taken to apply English skills to the wider curriculum.
- Every opportunity should be taken to develop the 'wonder' of the content of English, alongside an appreciation of cultural differences.

Other policies that apply:

- Marking and Feedback
- Presentation
- Behaviour

## **Appendix**

### **Spoken Language**

Teachers provide a wide range of contexts for spoken language throughout the school day. Teachers and other adults in school model speaking clearly. This includes clear diction, reasoned argument, using imaginative and challenging language and use of Standard English. Listening is modelled, as is the appropriate use of non-verbal communication, respecting the views of others. Teachers are also sensitive in encouraging the participation of retiring or reticent children. Spoken Language outcomes are planned for in all areas of the curriculum. Learning takes place in a variety of situations and group settings. For example, these could include reading aloud as an individual, working collaboratively on an investigation, reporting findings as a newscaster, interviewing people as part of a

research project, acting as a guide for a visitor to school or responding to a text in shared or guided reading. Spoken Language will be a focus across the curriculum and across the school day in a variety of settings.

## **Phonics**

Teachers provide daily phonics sessions following the Twinkl programme. Children not meeting the end of year 1 phonics check or assessed as working more than 2 terms behind their peers will receive additional input as appropriate.

## **Reading and Phonics**

We teach reading using the Twinkl phonics scheme. We use the Rhino Readers books in class to support the children's recent learning. EYFS (from term 3) and KS1 read daily in small groups and these familiar books are sent home to practice alongside a new text and a reading for pleasure (library book). Children's reading books are changed weekly.

In KS2 reading is encouraged daily and a weekly session of reading and comprehension skills is delivered. Many of our English writing units are based around high quality texts and children's reading is developed through analysis of these texts too.

Children have many opportunities to read during the day, sometimes as shared reading, guided or individual reading. Some children require more structured reading sessions and this will be done on a one-to-one basis as needed. Children in KS2 who are reading below their chronological age will receive intervention through either continued Rhino readers (phonics scheme) teaching at Dallington or Rapid Readers intervention scheme. Independence in reading is encouraged, as is comprehension and the development of decoding skills. Children are read to regularly by their teachers, and each year group have access to the library facilities to promote a love of reading for pleasure.

## **Spelling**

Spelling is taught through the Twinkl phonics scheme up to the end of KS1.

In Key Stage 2 'The Spelling Book' is used to provide a structure to spelling lessons and ensure coverage of all patterns. These are taught at least 3 x weekly. Learning takes place in a variety of situations and group settings. For example, these could include working independently to practise tricky words, working collaboratively on an investigation and participating in short, focused whole class activities. Multi-sensory learning is also encouraged, and children practice their spellings regularly in this way. Children are expected to spell common exception and high frequency words correctly and the word lists for their particular year group. We encourage parents and carers to support with this through our Spelling Bee scheme.

Precision teaching is used to support struggling learners and the needs of the individual are reflected in the words they focus upon.

## **Writing**

Writing is fully integrated as part of our curriculum and features across all subjects. Writing skills may be taught in isolation (e.g. grammar, spelling and handwriting) but overall all these elements, along with composition are taught together. Great writers emerge from great readers so much of our wider curriculum is built around quality fiction and non-fiction texts.

**EYFS** – Use the principles of 'Drawing Club' to encourage an initial love and joy for writing. Alongside the letter formation taught in phonics this gives our youngest learners an opportunity to expand their vocabulary, learn to love words and stories and sets a strong foundation for writing.

**KS1** – Use their phonics learning alongside the national curriculum writing aims to structure their learning and aid transition into KS1. Colourful semantics is used to support their learning of sentence structure, and this is built upon throughout the year. There is an expectation that in the Summer term year 2 children experience some elements of the KS2 writing curriculum. Through continuous provision children are provided with opportunities to play with language and have freedom and independence with their writing.

**KS2** – In Key Stage 2 our teaching is based on the principles of The Write Stuff approach. There is an expectation that writing will be taught through explicit modelling of sentence structure, alongside opportunities to apply learned skills. Each unit will conclude with an independent write that is used to assess children's progress.

Providing opportunities for children to talk before writing is an important aspect of written work, and enables writers to plan and develop their compositional skills. Drama skills are also developed to enrich lessons and it encourages the children to have a deeper understanding of the texts they are presented with.

## **Handwriting**

Handwriting is a basic skill that influences the quality of work and sense of pride in it throughout the curriculum. It is important the children are taught to write neatly but also to develop speed with their handwriting. In EYFS children are taught the correct sitting position and pencil hold. This continues into KS1 and when correct letter formation is achieved, the children are taught to join their writing. By the end of Year 2 children are expected to know all their joins and be able to write fluently. In KS2 handwriting is recapped at the start of each academic year and expectations for presentation are reinforced in all areas. Children are encouraged to choose a writing implement that suits them.