



Lea Endowed C of E Primary School  
**English Policy**

2025- 2026

- Member of staff responsible: R. Bolton
- Date policy amended: Spring Term 2025
- Date approved by the full Governing body:
- Date to be reviewed: Summer Term 2026

**1. VISION STATEMENT**

**'LET EVERYONE SHINE'**

**At Lea Endowed Church of England School we provide an excellent education for our children. We follow God's example, by loving Him, and each other, in all that we do.**

**Our whole school family is encouraged to achieve their full, God given potential and shine in their own special way.**

***"Let your light shine."***

**Matthew 5:16**

## 2. AIMS

At Lea Endowed C of E School, we believe in our motto; LET EVERYONE SHINE.

Through the English curriculum, we as a whole school family will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to flourish and appreciate quality literature and its rich variety. We feel that this allows children to access all areas of school life successfully and truly achieve their God given potential.

English: Spoken Language, Listening, Reading and Writing, is at the heart of all children's learning. It allows them to flourish, both independently and as a collaboration. English enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. Because literacy is central to children's intellectual, emotional and social development, it has an essential role across the curriculum and helps pupils' learning to be coherent, challenging and progressive, as well as giving them the courage to question and analyse.

Lea Endowed C of E Primary School is an inclusive school which aims to give **all** members of our school family equality of opportunity and the right to be treated fairly in all aspects of our work. We will promote and achieve excellent standards for all by providing teaching and learning of the highest quality. We will treat learners as individuals and adapt teaching and learning to take account of individual and special needs. Running alongside our English Policy, we have Ambition and Access documents which detail how our English curriculum is adapted to meet these needs. There will be an emphasis on providing equity for all, given the different starting points, learning styles and personalities of our children. Learners should benefit from a deep, rich, broad and balanced curriculum which is presented in an interesting, inspirational and imaginative manner with lots of opportunities for first hand experience, practical work, investigation and learning through play. Protected characteristics will be considered at the point of planning and delivery of lessons, and the children will be encouraged to see themselves in the texts chosen, units taught and 'in the moment' learning, as well as developing empathy and understanding of others.

At Lea Endowed C of E Primary, we aim to develop pupils' abilities within a largely cross curricular programme of Spoken Language, Reading & Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced

approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills through the other core and Foundation Subjects.

At Lea Endowed C of E Primary School, we strive for children to be a 'Primary Literate Pupil'

By the age of 11 we aim for every child to be able to:

- Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct. They will also address Next Step Marking in order to improve further with teacher intervention, both verbal and written.
- Have a wide interest in books and read for enjoyment. We aim to develop a lifelong love of Reading and Writing
- Have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- Understand a range of text types and genres - be able to write in a variety of styles and forms appropriate to the situation.
- Be developing the powers of imagination, inventiveness and critical awareness.
- Have a suitable technical vocabulary to articulate their responses.
- Be aurally competent in a range of situations, thereby increasing their independence and ability to show off their uniqueness. We want children to Write for Reading as well as Reading for Writing.

### **3.SUBJECT ORGANISATION**

The English Curriculum is delivered using the New National Curriculum for England (2014). The latest EYFS Framework and Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision will take into account attainment as well as Age Related Expectations. Children are broadly grouped by ability within class lessons or may, sometimes, work in mixed ability groups where appropriate, allowing collaboration. This way, each child is able to achieve their own potential. Work is tailored and adapted to meet the needs of all learners. KLIPs are often used for planning and to chart progress and attainment. LAPs may also be used to inform planning and show progress for individuals and groups. The planning format is designed for the needs of our children and our school and will be checked regularly by the English Lead/DHT. Children read as individuals, as guided reading groups with teachers and TAs and independently across all subjects.

#### 4. PHONICS

Phonics is taught in a structured programme of daily lessons across EYFS and KS1 and, with selected children from KS2. The Little Wandle SSP programme is followed, providing a synthetic approach to teaching phonics. This is a comprehensive scheme of work and all teachers, SLT and support staff are trained to deliver the Little Wandle Phonic Programme.

Each session gives an opportunity for children to revisit their previous experience, be taught new skills, practise together and apply what they have learned.

The spelling of high frequency and tricky words are taught continuously throughout the phases.

Progress is tracked every six weeks formally using the Little Wandle assessment resources, but children are monitored daily and Keep Up and Catch Up programmes are implemented where appropriate.

Children in Reception build up listening activities and are quickly introduced to Phase 2 which marks the beginning of systematic phonic work. The process of segmenting whole words and selecting letters to represent those phonemes is taught writing the letters to encode words.

Phase 3 completes the teaching of the alphabet and moves on to covering sounds represented by more than one letter, learning one representation for each of the 44 phonemes. When children become secure, they continue into Phase 4 where they start to read and spell words containing adjacent consonants. No new phonemes are introduced at this phase.

It is expected that **most** children will enter Phase 5 as they begin Year 1, looking at alternative spellings for some phonemes and allowing the children to see a range of ways phonemes can be represented.

It is expected that **most** children entering Year 2 will begin Phase 6 which develops a range of spelling strategies including word specific spellings eg see/sea, spelling of words with prefixes and suffixes, doubling and dropping letters where necessary. Also the accurate spelling of words with unusual GPCs such as laugh and two.

Children's progress is continually reviewed to promote rigor and pace within lessons. The National Phonics Screening Check is performed in the June of Year 1. The purpose of the screening check is to confirm that all children have learned phonic decoding to an age-appropriate standard. The children who do not meet this standard are entered again in Year 2 following intervention. As children enter KS2, provision is made for those who still require phonics support.

## 5. READING

**Aims:** To enable children to:

- develop positive attitudes towards reading so that it is a pleasurable and meaningful activity;
- use reading skills as an integral part of learning throughout the curriculum;
- read and respond to a variety of texts whilst gaining increased level of fluency, prosody and automaticity.
- follow a fully decodable scheme until they are fluent, confident readers.
- listen to high quality texts, including multi-cultural texts and texts which celebrate diversity, read aloud by an adult on a daily basis

**Entitlement:** Pupils have access to a wide range of reading opportunities that include:

- guided reading
- shared reading
- regular independent reading
- home/school reading
- hearing books read aloud on a daily basis
- selecting own choice of texts including ICT texts (Online Safety adhered to at all times)
- reading in other subjects including ICT texts (Online Safety adhered to at all times)
- The children are assessed on a regular basis to check their reading ability and to ensure that they are reading the correct stage of books for their ability.

Reading assessments are undertaken on a termly basis in line with the school assessment policy.

Our reading books are organised carefully. The initial stages of reading have children accessing fully phonetically decodable texts, whilst in KS2 there is a greater emphasis on comprehension with most children decoding easily. Comprehension is a key element of the reading process. Whilst working with the phonically decodable texts, children will read a book three times in school before taking the same book home to enjoy with a parent.

Headstart Comprehensions may be utilised both as a tool for Guided Reading and as a method of assessing the children. Other methods of assessing Reading are also used. Teachers promote and value reading as an enjoyable activity and a life skill. Teachers plan for a range of comprehension strategies that allow pupils to engage with text in a variety of ways to suit different learning styles. The Reading Domains are used to ensure that children are able to use inference, justify their opinions, summarise texts, identify main points in text and understand the vocabulary in a text.

Each class has an engaging and exciting Reading Area which the children access both independently and during Guided Reading. Texts are rotated and based on interest or/and topics being covered in class.

Reading at home is regarded as an important part of reading development. Parents are encouraged to hear their children read regularly and respond to their child's reading through Home-School Link Books.

Annual meetings are held to provide parents with support when reading with their child at home. A Phonics meeting and Early Reading meeting for parents is held in the Autumn Term

## **6. WRITING**

**Aims:** Children should learn to:

- write in different contexts and for different purposes and audiences
- be increasingly aware of the conventions of writing, including grammar, punctuation and spelling
- plan draft and edit their writing to suit the purpose
- read their work aloud to check it makes sense
- use ICT as a literacy medium for presenting work and manipulating text
- form letters correctly, leading to a fluent joined and legible handwriting style, giving increasing regard to presentation

**Entitlement:** Pupils have access to a wide range of writing opportunities that include:

- shared writing
- guided writing which is modelled.

- independent writing
- writing different text types and narrative styles
- writing in different curriculum areas
- handwriting practice
- writing related to own experiences and enjoyment
- writing from a variety of stimuli
- planning, drafting, editing and presenting
- using ICT

Teachers make clear links between Reading and Writing (and vice versa) and offer a wide variety of cross curricular opportunities for Writing. Teaching sequences are used to include incidental writing opportunities as well as a scaffolded and independent outcome. Where possible the LPDS English Units are used to support staff in planning a full and comprehensive unit of work. Teachers are confident in modelling the writing process and will plan outcomes with a clear audience and purpose. To encourage self assessment and independence, children are encouraged to self correct and redraft work, using a different coloured pencil/pen to show that this is being applied. Children are also provided with prompts and scaffolds to support independence in the form of next step marking. Teachers are expected to develop literacy skills further by identifying and using cross curricular links and using ICT to support some writing activities. Outdoor literacy is a concept being developed to encourage children to exploit the natural environment and encourage stewardship of God's wonderful world.

## **7. GRAMMAR, PUNCTUATION AND SPELLING**

**Aims:** Children need to be able to:

- become conscious of patterns of language which they can apply in their own work to enhance meaning.
- use punctuation to help communicate intended meaning to the reader.
- spell age- appropriate words successfully in order to convey the correct meaning and improve the overall quality of their writing.

**Entitlement:** Children will be given

- Resources and an environment which promotes a developing understanding of grammar and punctuation including a SPAG focussed display referring their year group's specific requirements as exemplified by the New Curriculum in order to allow children to achieve and exceed.
- Time to discuss, use and recognise their grammatical knowledge in independent reading and writing.
- Direct teaching of the use of grammatical features at word level (morphology), sentence level (syntax) and text level (conventions of style and organisation). Guided writing, during the English lesson, provides opportunities for the pupils to focus on specific aspects of grammar and punctuation, while the group/independent/morning work sessions provide helpful contexts for investigations and application of grammatical knowledge in pupils' own writing.
- Spelling will be taught in Writing lessons, through Little Wandle in Year 2, and, at times, discretely. These lessons will follow a model of **teach, practise, apply**, utilising approaches and games. In the **teach** session the rule or word will be taught explicitly with examples. In the practise session the children will have the opportunity to access deep learning using a range of strategies.
- Work will be marked using the codes stated in the Marking and Feedback Policy and errors corrected either within the session or during Fix-it Time as allocated by teacher.

**Progression of GPS throughout school:**

• **Grammar and Punctuation**

Year 2 and Key Stage 2

In Years 2, 3 and 4 pupils are introduced to the grammatical functions of different types of word and they begin to explore how sentences are constructed. The emphasis will be in the grammatical labelling (the naming of parts of speech) and on discovering and experimenting with their function, i.e. what words can be made to do. Explicit teaching of a wider range of punctuation marks occurs and this is reflected by their use in pupils' writing. However, care should be taken that punctuation is taught within the context of what is being read and what the pupils need to use in their own writing.



Therefore, children should be introduced to an explicit use of punctuation and then guided to see its use in action in text.

In Years 5 and 6 this basic knowledge is extended through the close reading and discussion of carefully chosen examples from a range of text-types. In their writing pupils are encouraged to draw on this understanding to develop a sense of individual, ambitious style, to experiment with the construction of complex sentences and to restructure their own and others sentences for clarity and effect

- **Spelling**

During the Early Years and KS1, spelling is matched to the phonic level at which the children are working. Little Wandle lessons have a specific section for practising spelling using the GPCs being learnt at that time. In Year 2, the children will access the Little Wandle Spelling Programme, designed specifically to follow on from the Phonics Programme.

At Key Stage 2 there is an emphasis on the recognition of letter strings, visual patterns and analogies, the application of spelling conventions, the use of a range of word resources and the morphology of words. Nevertheless, it is recognised that some pupils will need to consolidate the phonic knowledge and skills from Key Stage 1. An investigative approach is taken to the teaching of spelling. Building on the approaches introduced in Key Stage 1, there is an emphasis on developing confidence and independence. It is expected that pupils assume increased responsibility by identifying their own spelling errors, making reasoned choices about likely alternatives and using a range of resources (dictionaries and word banks) for making corrections

## **8. Spoken Language**

**Aims:** Children need to be able to:

- Communicate effectively, speaking with increasing confidence, clarity and fluency
- Participate in discussions and debate in a variety of contexts
- Listen to the views, opinions and ideas of others with increased interest

- Articulate ideas and thoughts clearly with appropriate tone and vocabulary recognising audience
- Respond to questions and opinions appropriately
- Retell stories and poems which are known by heart
- Ask questions with increasing relevance and insight

**Entitlement:** Pupils have access to a wide range of spoken language opportunities that include:

- Talking about their own experiences, recounting events
- Participating in discussion and debate
- Talk for writing
- Retelling stories and poems
- Expressing opinions and justifying ideas
- Listening to high quality stories read aloud
- Presenting ideas to different audiences
- Taking part in school performances
- Responding to different kinds of texts
- Talking with confidence to visitors in school
- Listening to ideas and opinions of adults and peers
- Reading their Writing aloud to themselves and others to ensure it makes sense

## **9. HANDWRITING**

### **Overall Aim.**

To enable each child to develop a personal style of handwriting which is:

- Swift.
- Economical of effort.
- Legible.
- Relaxed.

- Fluent.

It must be recognised that of these five elements, speed will follow later.

### EYFS Foundation Stage

- To hold a pencil comfortably and correctly.
- Writing can be read by themselves and others.
- To write lower case letters correctly using basic letter formation as detailed on Little Wandle grapheme information charts

### Key Stage 1

- To continue to form letters correctly (and numerals 0 - 9) and understand which letters belong to which handwriting families.
- To develop some control over the regularity of size, shape and orientation of letters.
- To leave regular spaces between words.
- To write capital letters and numerals correctly.
- To understand that clear and neat presentation is important to communicate meaning.
- In Year 2, children will begin to use the lead in and lead out stroke from Autumn Term.

### Lower Key Stage 2.

- To continue to develop a legible style of handwriting.
- To use **joined** handwriting throughout their independent writing.
- To develop greater fluency.

### Upper Key Stage 2.

- To continue to develop fluency and to develop increasing control.
- To use different forms of handwriting for different purposes. e.g. a neat hand for finished work, print for labelling maps etc...and a swift script for notes.

### Whole School

- To mark children's work using the cursive style from Year 2 onwards.
- **Teachers and Teaching Assistants to model** the cursive style in all their writing from Year 2 onwards
- The whole-school environment to reflect a range of styles including cursive.

### Provision and Practice.

It is important that children take the necessary time and care with their handwriting in the early stages so that correct habits are formed, otherwise the style will degenerate and legibility will suffer.

This is the agreed outline of current provision and practice within the school.

- That the cursive hand be adopted throughout the whole school, initially as printed style in Reception and Year 1, pre-cursive in Year 2 and fully cursive from Year 3 onwards.
- Handwriting will begin to be joined when children are confidently forming each letter correctly.
- The aim will be for all children to know how to join most letters by the end of Key Stage 1. They will correctly form lower case and capital letters and they will be regular in size and controlled in their formation.
- The cursive joined handwriting style will continue to be developed throughout Key Stage 2.
- Handwriting will be taught frequently for short discrete focused sessions matching phonic understanding in EYFS/KS1 and using letter families.
- For children working below expectations there will be focused intervention working on particular problem areas. Some children will use ICT to communicate their written work whilst having intervention to improve handwriting.
- All children will begin writing with a pen in Year 5
- When demonstrating patterns, or letters which are made in the air, it is important for the teacher to **face** the children and reverse the letter so that the children are "seeing" the correct letter formation or face away from the children so that again

they "see" the correct model. Demonstrations should take account of the needs of left-handed children.

- Any visual demonstration should be accompanied by agreed verbal instructions.

### **Posture:**

The teacher should ensure:

- The child is sitting comfortably and at a table of a suitable height.
- The free arm is resting on the table-top holding the paper / book steady.
- The child is holding his/her pencil/pen correctly. Please note, left handed pencils are often helpful for left handers
- Left-handed children should be seated with like or alternating at the left-hand side of the writing table

### **Pedagogy of Teaching**

Letter formation will begin in EYFS alongside the introduction to handwriting with phonics. Under the Physical Development aspect of the EYFS, children cannot have an early Learning Goal for writing until they obtain the Early Learning Goal for physical development that relates to writing.

*...begin to use anti-clockwise movement and retrace vertical lines...*

*...uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed...*

EYFS Development Matters 40-60 months

*...children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.*

ELG Physical Development

*...children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.*

ELG Writing

## **Handwriting in our Timetable**

In Foundation Stage, letters will be taught through the week alongside phonic development. This will run in coordination with the intervention for children who need targeted support, as it will throughout school.

Among other methods, fine motor skills will be developed through the use of activities such as construction, playdough and bead work. Children's gross motor skills will also be addressed as is usual in Foundation Stage, as they cannot form letters or write confidently until fine and gross motor skills have been developed to an adequate stage. These methods will carry through to Key Stage 1 as interventions for children who do not achieve the Early Learning Goal and therefore need that support to progress. Handwriting will be taught at the beginning of English lessons so that learned procedures can be practiced and embedded within the written class work. It will be practiced in the English book so progress can be seen.

## **Patter for Handwriting**

The letters are taught within the Little Wandle scheme with a patter to go alongside the writing of the letter

**Capital letters are independent and do not join lower case letters. There is a patter to use when teaching these letters which is detailed in Little Wandle teaching resources**

**A** From the top, diagonally down to the left, up to the top, diagonally down to the right. Lift up and across.

**B** From the top, down, back to the top. Round to the middle, round to the bottom.

**C** From the top, curl around to the left to sit on the line.

**D** From the top, down, back to the top. Curve right, down to the bottom.

**E** From the top, down, back to the top. Across, back. Lift up and across the middle. Lift up and across the bottom line.

**F** From the top, down, back to the top. Across, back. Lift up and across the middle.

From the top, curl around to the line, carry on up, then straight down. Lift up and across.

**H** From the top and down. Space. From the top and down. Lift up and join the lines across the middle.

- I** From the top to the bottom and stop.
- J** From the top, all the way down, then short curl to the left.
- K** From the top, down, up to the middle. Diagonally up, back and diagonally down to the line.
- L** From the top, down and across the line.
- M** From the top, down, back to the top. Diagonally down, diagonally up. Straight down to the line.
- N** From the top, down, back to the top. Diagonally down, then straight up to the top.
- O** From the top - all around the o.
- P** From the top, down then back up. Curve right to halfway down.
- Q** From the top - all around the o. Lift off. Short line diagonally down.
- R** From the top, down, then back up. Curve right to halfway down. Diagonally down to the line.
- S** From the top, under the snake's chin, slide down and round its tail.
- T** From the top, down and stop. Lift up and from the left, make a line across the top.
- U** From the top, down and curve right, then straight up to the top.
- V** From the top diagonally right to the bottom, then diagonally up to the top.
- W** From the top diagonally right to the bottom, diagonally up to the top, diagonally down to the line, then diagonally up again.
- X** From the top, diagonally right to the bottom. Space. Start at the top, then diagonally left to the bottom.
- Y** From the top diagonally right to the middle. Space. From the top diagonally left to the middle. Straight down to the bottom.
- Z** From the top go across, diagonally down to the left and across the bo

## **10. CROSS CURRICULAR ENGLISH OPPORTUNITIES**

Teachers seek to take advantage of opportunities to make cross-curricular links. They plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum, with particular focus given to RE.

Work done in other subjects is expected to be of the same high standard as the work in the children's English books with regards to presentation, spelling and application of key skills. This is classed as a non-negotiable in school and monitored through regular book scrutinies.

## **11. ASSESSMENT AND TARGET SETTING**

Work is assessed in line with the Assessment Policy. In addition to this, trackers are handed in to the Assessment Coordinators (RB/CS) in twice a year data drops. Pupil progress is monitored closely by SLT members. Assessment also includes peer assessment, self assessment and next steps marking.

## **12. STAFF DEVELOPMENT**

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or online.

Training needs are identified as a result of whole school monitoring and evaluation, Performance Management and through induction programmes. These will be reflected in the School Improvement Plan. The English Lead will arrange for relevant advice and information, such as feedback from courses or newsletters, to be disseminated. Where necessary, the English Lead will lead or organise school based training for teachers and support staff. All new staff will be trained in the use of Little Wandle

Additional adults who are involved with intervention programmes will receive appropriate training that may be school based or part of central training