



**Beaupré**  
COMMUNITY PRIMARY SCHOOL

# English Policy

This policy was approved

**March 2026**

**This policy should be reviewed annually**

*“Together unlocking the potential of every child; inspiring children and changing lives”*

## ENGLISH POLICY 2025-26

### 1. AIMS

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening and Reading & Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught English skills.

Pupils at Beaupré Community Primary School will leave Year 6:

- reading and writing with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct;
- with a love of reading and a desire to read for pleasure;
- with an interest in words and their meanings; developing a growing vocabulary in spoken and written forms;
- understanding a range of text types, media types and genres;
- developing a deepened understanding of texts and genre types through regular opportunities to use their comprehension skills;
- able to write in a variety of styles and forms appropriate to the situation;
- using their developing imagination, inventiveness and critical awareness;
- having a suitable technical vocabulary to articulate their responses both orally and in writing.

### 2. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage.

**In the Foundation Stage** children are given opportunities to:

- speak and listen and represent ideas in all their learning opportunities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and opportunities to communicate;
- rehearse their ideas orally.

**At Key Stage One (Years 1 and 2)** children learn to speak confidently and listen to what others have to say. They learn to read and write independently and with enthusiasm building on strong foundations. They learn to use language to explore their own experiences and imaginary worlds.

**At Key Stage Two (Years 3-6)** children learn to change the way they speak and write to suit different situations, purposes and audiences incorporating differing levels of formality. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language works.

The Governing Body receive regular reports on the progress of the English provision.

### **3. SUBJECT ORGANISATION**

#### **Foundation Stage**

In Reception, children have opportunities to develop their communication, language and English skills on a daily basis in both adult-led and child-initiated activities. They have opportunities to develop and apply their phonic skills across a range of contexts, as well as consolidating the skills of handwriting.

#### **Key Stage 1**

In Key Stage 1, daily discrete phonics lessons continue with an emphasis on keep, not catch up. Children have daily mixed ability English lessons with an emphasis on real texts. Children take part in guided reading sessions and have regular story times to develop a love of reading. Additional English sessions include handwriting and Grammar, Punctuation and Spelling (GPS) and English skills are developed across the curriculum with an emphasis being on cementing foundational skills on which to build. Provision is made for children who require extra support through intervention programmes and differentiated class teaching.

#### **Key Stage 2**

In Key Stage 2, children have daily English lessons including spelling, grammar and punctuation input. Additional English sessions include Guided Reading, handwriting, class novel and Grammar, Punctuation and Spelling (GPS) and English skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes to address gaps in foundational knowledge and differentiated class teaching.

### **4. APPROACHES TO SPEAKING AND LISTENING**

Speaking; listening; group discussion and interaction permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

Opportunities to develop these skills include: class assemblies, class discussions, talk partners, drama and other performances.

We recognise the need for all pupils to speak, read and write Standard English fluently and accurately, while acknowledging that a pupil's own dialect, or other language is of prime importance and that there are expectations for teachers to model and support correction to Standard Spoken English.

### **5. APPROACHES TO PHONICS**

We follow the 'Little Wandle SSP, through the 6 phases throughout the Foundation Stage and Key Stage 1. Daily discrete phonics lessons in FS and Year 1 enable children to decode efficiently and apply phoneme recognition to segment and blend words to aid reading and writing, with the onus being on keep up, not catch up. Phonic sessions are taught in a fun and engaging way to motivate and commit learning to memory. This is supplemented with books to help reinforce phoneme recognition and retention.

At the start of Year 2, phonics is embedded with the majority of children moving onto CUSP Spelling. In Key Stage 2, phonics teaching through the 'Little Wandle' Intervention Programme is continued where necessary through targeted interventions.

### **6. APPROACHES TO READING**

Teachers model reading strategies during shared reading sessions. In KS1 children have the opportunity to develop reading strategies and to discuss texts in detail during adult-led reading sessions, where decoding, prosody and comprehension are focused on across the course of the week, as well as within English sessions. For those following the Little Wandle Scheme, reading books are allocated in line with teaching, as well as a 'reading for pleasure' picture book being sent home weekly.

There are a variety of ways children access reading across the school, e.g. 1-1 reading, protected reading time, home reading, guided reading and comprehension, shared reading, reading across the curriculum, and targeted interventions. Class teachers monitor reading at home and rewards are in place to encourage daily reading.

Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books, e.g 'World Book Day', Library Club, whole school assemblies, protected adult reading time.

In addition to this, children have the opportunity to choose a book from the school library and to access the classroom book corner during 'Reading for Pleasure' opportunities. Each child has a home school reading record that teachers and parents can use to share information about a child's reading. Parents are encouraged to read with their child daily. Information is given on how to support their child in reading. Children use the Accelerated Reader Scheme once they have graduated Little Wandle.

We still encourage all readers to share a book at home with their grown-ups. We believe that this not only helps to develop comprehension and inferential skills, but also supports a lifelong love of reading. Throughout the Key Stages, children become more independent in recording what they have read in their reading journals or book reviews.

We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers. Protected reading time throughout the school ensures this.

## **7. APPROACHES TO WRITING**

Following the CUSP English Scheme, we aim to develop the children's ability to produce well-structured, detailed writing in which the meaning is made clear and engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. Teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions. Children have opportunities to write at length in independent and progress writing sessions.

The children are given frequent opportunities in school to write in different contexts, using quality texts as a model and for a variety of purposes and audiences across the curriculum. They may be asked to produce their writing on their own or as part of group. Children will also be given the opportunity to use ICT for their writing.

We use cursive handwriting, with regularly taught handwriting lessons, to initially embed, then continue to support his foundational skill. This helps children develop fluent, clear and legible joined-up writing. In year 3 – 6, children are expected to use a pen and demonstrate consistent joined-up handwriting.

Independent Writing enables children to demonstrate their progress across a range of text types, curriculum areas and contexts. Progress writing books are used for whole school writing tasks and are

in place to monitor children's progress over time more effectively and to provide opportunities for staff moderation of writing across the school.

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

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers show pupils how to understand the relationships between words, how to understand nuances in meaning and how to develop their understanding of, and ability to use, figurative language. They also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning.

Pupils should be taught to control their speaking and writing consciously and to use Standard English as well as being taught to use the elements of spelling, grammar and punctuation.

Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching across the curriculum.

GPS is taught regularly through mental oral starters in English lessons and is taught throughout the school in line with the new National Literacy Curriculum as follows:

### Foundation Stage and Year 1

Children will be taught through the Foundation Stage and Year 1 as emergent writers, being encouraged to use full stops and capital letters when writing sentences and to use their phonics to support the writing of words, progressing through to writing short paragraphs. There is a focus on the foundational skills of oral rehearsal of spelling and handwriting, with dictated sentences being preferable.

### Year 2 to Year 6

The teaching of punctuation, grammar and spelling skills will be integrated into the genre of work being taught, enabling children to practise the taught skills in their own writing opportunities. Regular discrete GPS lessons may also be taught to ensure pupils' progress.

## **9. CROSS-CURRICULAR ENGLISH OPPORTUNITIES**

Teachers will seek to take advantage of opportunities to make cross-curricular links. CUSP planning allows pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

## **10. THE USE OF ICT**

We recognise the important role ICT has to play in our school in the development of English skills. ICT is used, when appropriate to enhance the teaching of English and to give all children the opportunity to experience, read and write using different forms of media to develop their visual literacy.

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

Work will be assessed in line with the Teaching, Learning and Assessment Policy.

## **12. INCLUSION**

We aim to provide for all children so that they achieve their potential in English according to their individual abilities and needs. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment and support and address gaps in their knowledge. Children are challenged and extended in learning.

### **13. EQUAL OPPORTUNITIES**

Beaupré is ambitious for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged.

In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of many different children. We celebrate other languages and cultures, particularly those represented outside of our immediate Community.

We believe in 'valuing what the child brings to school' and recognise the importance of supporting a child's first language, not only to foster self-esteem, but to assist in the learning of English.

### **14. ROLE OF SUBJECT LEADER**

The Subject Leader is responsible for improving the standards of teaching and learning in English through:

- Monitoring and evaluating English:
  - pupil progress
  - provision of English
  - quality of English Lessons
  - the quality of the Learning Environment
- Taking the lead in policy development
- Monitoring and feedback to staff
- Monitoring and contributing to the School Development Plans
- Supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up-to-date with recent English developments and sharing these with colleagues

### **14. PARENTAL INVOLVEMENT**

We aim to involve parents directly in the life of the school, and thus in the development of children's skills, knowledge and understanding in English. There are opportunities throughout the year when parents can discuss their children's progress with their teacher. Parents are encouraged to read both with and to their children at home in order to promote reading and taking pleasure from it.

SATs results are published in accordance with Government legislation.

This policy should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Assessment and Record Keeping
- Marking policy
- Handwriting Policy
- Special Educational Needs Policy



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- ICT Policy
- Equal Opportunities Policy
- Phonics Policy

This policy will be reviewed annually or in the light of changes to legal requirements.