

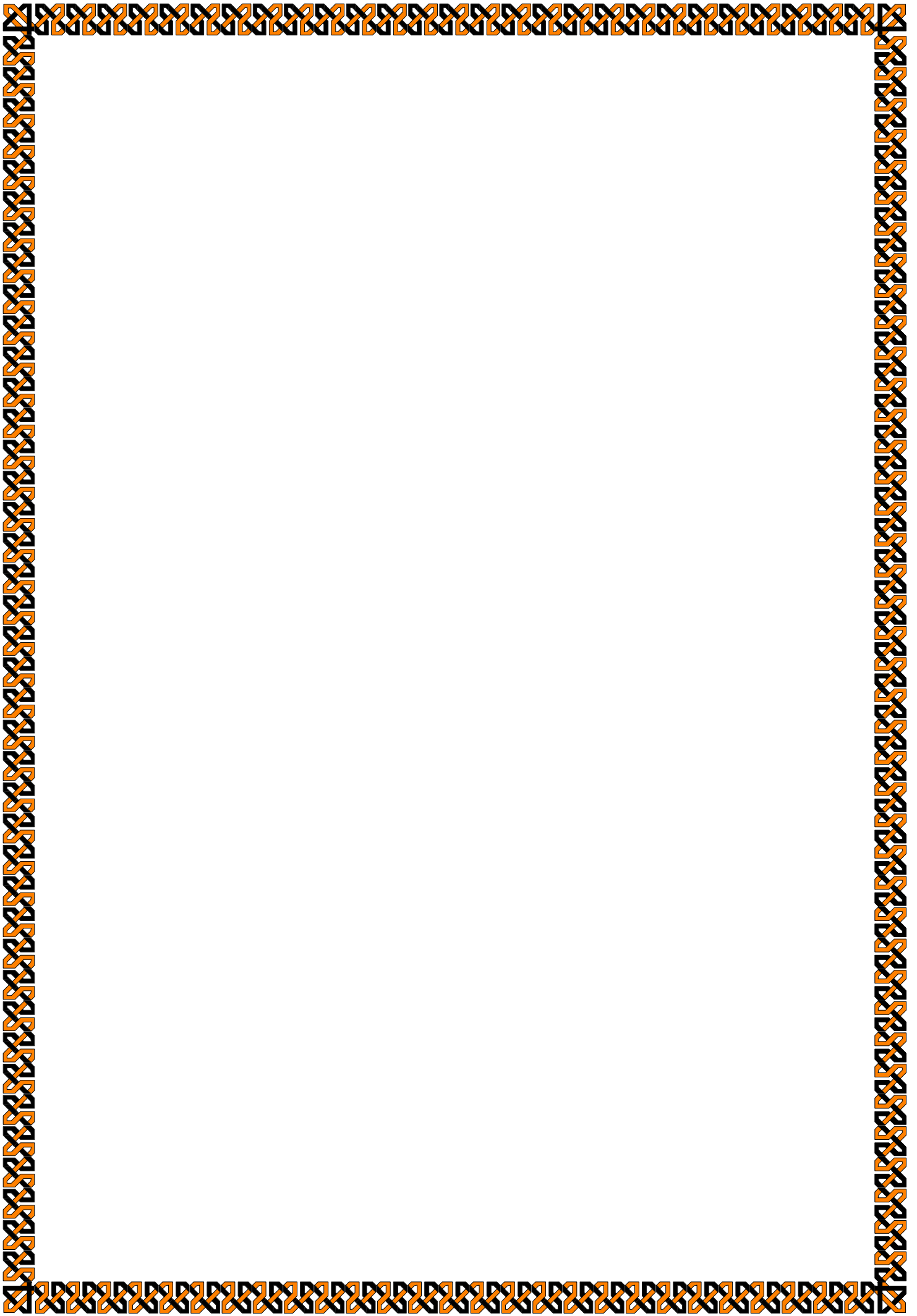
Codnor Community
Primary School



English Policy

January 2026

J.Goodburn
English Coordinator



CODNOR COMMUNITY PRIMARY SCHOOL

Policy for English

Rationale

Language is central to living and learning and reading is a life skill. Codnor Primary School fully supports the idea that English is part of the 'core business' of schools. This is reflected in the commitment of the staff to promoting language and reading development as one of the school's main priorities. Every teacher promotes and supports the development of speaking, listening, reading, writing, spelling and grammatical skills and knowledge in a variety of meaningful contexts in all curriculum areas focussing on consistency and strong foundations.

Language should be a source of pleasure, enjoyment and richness as well as providing a means of partaking in a range of activities in public, cultural and working life. Children bring with them to school a wide range of experiences with language. This diversity in their experiences is recognised by the staff who work with children and their families in the development of each individual as an able and enthusiastic language user.

Aims

- To overcome barriers for learning
- To have strong foundations in English to ensure children have automaticity
- Every child will leave this school being a fluent reader
- To apply reading and writing skills, methods and grammatical concepts to our school curriculum and all curriculum areas in a variety of ways that excite and enthuse the pupils.
- To promote pupils' place in the community and enrichment opportunities.
- To maintain/stimulate lasting pupil curiosity, interest and enjoyment in all areas of language.
- To develop key skills, strong foundations and confidence in all learning strands.
- To link language with thinking processes in a range of curricular contexts in order to apply and develop their language and cognitive skills.
- To enable children to communicate effectively and confidently within all the strands of language and in a range of social groupings in formal and informal contexts.
- To develop children's reading skills, knowledge, understanding and enjoyment of a wide range of fiction and non-fiction text and enable them to develop preferences and make informed choices.
- To develop writing skills for a range of purposes and audiences using spelling, punctuation accurately and with confidence with fluent legible handwriting.
- To promote a wide use of computing as a medium for the further development of language across the curriculum.
- To use the environment outside school as a creative stimulus for all aspects of language.

Organisation

The Primary Curriculum plays a pivotal role in planning and teaching in all key stages.

The time allocated for English is approximately 7 hours a week, incorporating specific English lessons, handwriting lessons, spelling and grammar lessons and the teaching of comprehension skills, but English skills occur and are encouraged in every aspect of each subject.

Strong foundations are key, starting in the Early Years and Foundation Stage. These are developed and taught through aspects of discovery and play and the whole focus of learning is through stories, books, poems and other vocabulary rich texts.

In Key Stage 1, Progression in Phonics is included in the daily Phonics lessons following the Little Wandle Scheme of work. These groups are differentiated and assessed every half term. Phonics 'catch up' interventions are used to ensure progression for all.

Throughout Key Stage 1 & 2 classes are mixed ability and differentiation and reasonable adjustments are used in all aspects of English. The link between home and school is encouraged throughout reading and spellings and a 'bucket-list' type homework structure. All children are expected to complete one task for homework on a weekly basis.

In Key Stage 1 & 2 various support strategies are implemented to boost performance and confidence. These strategies are implemented by a teaching assistant or teacher and communication about these groups is key. These intervention groups are recorded on a progression map and groups show the impact each half term. Children are generally withdrawn from class to attend or support given in classrooms.

In addition to these intervention groups, after/before school groups are held for specific pupils.

The teaching of reading

Recently we have amended the reading scheme. A dip in results was the reason for this. A detailed investigation was carried out to identify the reasons for this.

The school found out that the skills for reading comprehension needed to be broken down into specific small steps and there needed to be better planning in place to promote progression throughout the school. The order and repetition of skills taught is carefully thought out to provide the children the skills needed to be a fluent reader and gain a good understanding of what they are reading. This echoes the research from the EEF regarding reading comprehension strategies.

We follow an overview for reading which clearly shows what skill to teach when throughout the year and has objectives needing to be covered for each year group. We teach reading skills 3-5 times a week. One lesson is one hour and the other lessons are 20 minutes.

The teaching of writing

Writing is taught inline with the National Curriculum objectives and transcription and composition are taught throughout these lessons and in the wider curriculum.

Pupils are also taught how to plan, revise and edit their writing.

Genres are carefully planned across all Year groups to ensure coverage of a wide range of text types and purposes. Repetition of genres is also key, in order for pupils to build on previous knowledge and skills. Writing is taught 3-5 times per week depending on age and needs of pupils and often links to topics and vocabulary studied.

Handwriting is taught in stand-alone handwriting lessons. A scheme of work shows the build up of skills taught, ensuring fine and gross motor skills are a priority and good posture for writing is paramount.

Planning

English at Codnor Primary follows the objectives and requirements of the National Curriculum and our school curriculum that has been designed specifically for the needs of our pupils.

Planning is for the teacher and teaching assistant. How the individual chooses to plan is up to them.

These objectives are supported by use of many different resources, either resource books of online, e.g. Twinkl, Grammarsaurus etc

The reading scheme and the writing scheme are followed rigidly to ensure progression of skills within the classroom but progression throughout the whole school.

A marking and feedback sheet is used in English after every lesson which is pivotal for direction and the need for reinforcement; the need for challenge.

Cross curricular links are noted in planning of the topics at the beginning of each half term.

Computing is important in the curriculum supporting English skills; and is incorporated within planning.

Assessment and recording

Children's ability to read and write is assessed at all key stages. This informs planning, recognises individual pupil progress and the need for need for pupil targets.

Pupils are assessed in reading, writing and in grammatical at the end of each term and are given an assessment, either 'below', 'developing', 'secure' or 'exceeding'. These are recorded on our online tracking system – Insight - to record progression. Support groups are also recorded. This writing assessment is supported and enhanced by effective marking constructive feedback to all pupils using target cards and verbal feedback.

Individual targets are something we have been working on recently. Each pupil has an individual writing target card. These targets are linked to strong foundations and focus on handwriting, punctuation, common exception words or spellings for the specific year groups. These cards are use in all areas of the curriculum where they are in their own personal progression for writing and ensuring that each child has automaticity when writing. The marking policy symbols are used in all books and the pupils feedback on these during the lesson depending on the age and ability of the pupils. Verbal feedback is given to all pupils at the beginning of every lesson using the marking and feedback sheets. Pupils are then given time to feedback on this.

Feedback is also given during the lessons.

In the Early Years Foundation Stage, they follow their own marking policy and development is monitored through observation and assessments, inline with the Development Matters framework. Details of this can be found in the Early Years Policy.

Children are assessed in reading using a variety of strategies; one to one reading, independent reading, marking and feedback. After each term, the pupils are given a comprehension test. These are marked and recorded and can be used to identify areas of weakness. This can then inform planning for the next term.

Spelling and Grammar is tested each term in KS2 and data is analysed to inform progression and identify areas of weakness.

Spelling is also assessed using weekly spelling tests at Key Stage 1 & 2 and the No-Nonsense spelling scheme is used as a guide to ensure progression throughout the school.



Reporting to parents takes place annually through a written report, and there is an opportunity for parents to discuss progress at open evenings. Teachers use a variety of assessment strategies in order for them to gain a clear understanding of the needs within their groups.

Special Educational Needs

Children with special educational needs in English are set targets specific to them. They work within mixed ability groups using differentiation and are encouraged by teaching assistance and primary support staff. In some instances, they work individually. Barriers for learning are identified and reasonable adjustment are in place in every classroom to ensure inclusion and progress for all individuals.

Monitoring and Evaluation

The English Co-ordinator is responsible for review monitoring and evaluation of the Policy and Schemes of Work. Amendments will be made in consultation with staff.

Policy Review

A review of the Policy will take place in line with the school development plan.

Governor Approval

Any amendments to the Policy will be presented to the Governors for approval at the next available meeting.

Jo Goodburn
English Coordinator
January 2026