

CALSHOT PRIMARY SCHOOL

English Policy



'At Calshot we aim to provide the highest quality of learning and care for ALL children in a safe and enjoyable environment, nurturing personal values, in partnership with parents, carers and the wider community. We expect everyone in our school to strive to achieve their full potential.'

Policy Lead	Head Teacher
Committee	Achievement & Curriculum
Date of Last Review	28 th September 2026
Next Review Date	Autumn 2029

Aims

At Calshot Primary School we aim for excellence in English achievement throughout the school. We hope to develop children's abilities in Reading, Writing and Speaking and Listening by planning and delivering an engaging, purposeful and balanced English curriculum.

Statutory Requirements

Statutory requirements for the teaching and learning of English are set out in the National Curriculum and in the 'Communication and Language' and 'Literacy' sections of the Statutory Framework for the Early Years Foundation Stage (September 2021).

The aim for English in the National Curriculum is to promote high standards of language and literacy by allowing children to develop a strong command of the spoken and written word, and to develop their love of literature. From Year 1 to Year 6, the National Curriculum (Programmes of Study) aims to ensure that all children:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary and an understanding of grammar and 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 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, demonstrating to others and participating in debate.

EYFS

In EYFS children are given opportunities to:

- Speak, listen and represent ideas in their activities
- Use communication, language and literacy in every part of the curriculum
- Become immersed in an environment rich in opportunities to communicate

Key Stage 1

In Key Stage 1, children learn to speak confidently and listen to what others have to say. They learn to read and write independently at length and they use language to explore their own experiences and imaginary worlds. They also begin to develop their understanding of grammar and start to apply this in their own writing.

Key Stage 2

In Key Stage 2, children learn to change the way they speak and/or write to suit different purposes and audiences. They encounter a range of fiction, non-fiction and poetry text types and they learn how to vary the structure and language of their work to suit different genres. Children in Key Stage 2 also continue to develop their knowledge and understanding of grammatical terminology.

Planning

Planning incorporates the aims of the National Curriculum and EYFS Statutory Framework. Teachers plan alongside their year partner to deliver an engaging and well-structured curriculum which ensures that all children have access to quality first teaching. Clear learning objectives are set for each lesson and these are shared with the children.

Teachers ensure that all children's needs are met through appropriate differentiation and intervention programmes are available for targeted support where needed. Children identified as having special needs are carefully planned for and individual target plans (ITPs) are incorporated into the planning of lessons and recorded on weekly English plans.

Thematic Curriculum

At Calshot a thematic curriculum is in place across the school. Teachers plan English lessons which are embedded within a half termly theme and this enables cross-curricular learning and writing opportunities across all subjects. Examples of themes include:

- Africa Alive (Year 1)
- Island Adventure (Year 2)
- Don't Blame it on the Weatherman (Year 3)
- Sugar, Spice and All Things Nice (Year 4)
- It's All Greek to Me! (Year 5)
- It's a Mystery (Year 6)

Time Allocation

In EYFS, English is taught daily through the teaching of phonics. English skills are also constantly reinforced as part of the continuous provision set up for children around the classroom. This provides additional and creative opportunities for children to develop their Reading, Writing and Speaking and Listening skills.

In Key Stages 1 and 2, English is taught daily for one hour across all year groups. A daily phonics lesson is taught in Year 1 to recap and reinforce recognition of phase 3 to phase 5. Half hour Guided Reading/ Whole Class Reading lessons are also taught daily. English skills are also reinforced across the wider curriculum and teachers are encouraged to use opportunities for children to apply their skills when teaching other subjects, in particular, to read across the curriculum.

Assessment

Teachers across the school assess children's English skills daily. Each piece of work produced is marked following the school's marking policy and progress in Reading is assessed against the Key Stage Content Domains (Key Stages 1 and 2). Weekly planning documents are annotated to record progress and teachers use these notes to inform the following week's planning.

In EYFS children are assessed against the New Development Matters and Early Learning Goals.

In Years 1 to 6, children are assessed termly in Reading using PIRA tests. The results of these tests are analysed by the English leader to inform teachers of trends within each class and, as a result, teacher's planning.

In Year 1, children take a statutory Phonics Test to assess their decoding skills.

In Years 2 and 6, children take statutory National Curriculum assessments (commonly known as SATs) in Reading and Spelling, Punctuation and Grammar.

In Years 1 to 6, children complete half termly Writing assessments. Teachers assess each child's efforts against year group objectives and use these assessments to decide on individual targets for each child.

At the start of Year 2 to Year 6 pupils complete Standardised Reading tests to identify pupil reading ages, this then gives teachers an insight to where pupils are starting from in their respective year groups.

These formal assessments are used, alongside teachers' ongoing assessments, to decide on an overall end of year judgement for each child. These results are then passed to the child's next teacher or school.

Approaches to Reading

Reading is at the heart of the Calshot English curriculum and developing reading skills is embedded within all lessons throughout the day.

The phonic scheme 'Letterland' is followed in Nursery and 'Essential Letters and Sounds (ELS)' is used throughout Reception to teach children to recognise sounds and decode efficiently. In Year 1, a structured daily phonics programme is followed to recap and reinforce recognition of phase 3 to phase 5. Discrete phonics lessons are taught which are continued into KS2 for some children where necessary. Reading strategies are modelled daily by teachers and teaching assistants and children have constant opportunity to develop these and discuss texts in detail.

In Reception and KS1, children have the opportunity to read 1:1, or as part of a small group, with an adult at least twice a week. This is more frequent for children who read less often at

home or who may need support to reach national expectations for their age. Children take a reading book home to read each week, matched to their phonics teaching. When the children have completed and are competent at Phase 5 of the phonics scheme, children read from the Oxford Reading Tree scheme, and teachers will move children through the different stages as they see appropriate, using the fluency rubrics to ensure the child is fluent at that level before moving onto the next in the scheme. Parents are encouraged to read with their child as much as possible and parents and teachers can share information about a child's progress through comments made in each child's Reading Records.

When a child is considered to be fluent and show understanding of a text at their level, we move them onto be 'free readers.' This is usually around stage 15 of the Oxford Reading Tree scheme. Staff use their professional judgement to make individual decisions alongside the fluency rubrics. This means they have greater control over the books they can take home and read. Although these children are less likely to read with a parent/guardian we encourage all children to share books at home with their family as we want children to develop a lifelong love of reading. All children across the school have access to a school library where they can select from a wide range of fiction and non-fiction texts.

Whole class reading forms the bulk of formal reading teaching at KS2. A mixture of whole texts and shorter extracts are used to facilitate teaching of comprehension. Guided Reading lessons also provide opportunities for teachers and teaching assistants to listen to individual children reading and hear and improve their levels of fluency. Echo and choral reading are methods we use to support this.

Shared reading is a fundamental part of English lessons across all age groups and features heavily throughout each week and across the curriculum in other subjects.

The promotion of reading as a pleasurable past time, is paramount at Calshot. As a result, frequent opportunities are given for the children to recommend books to one another; to discuss texts with their peers and adults. Moreover, staff take time to share and recommend books to the children and staff are seen as readers. The school environment has been adapted to best support the children with their choices of books and to encourage reading for pleasure.

Approaches to Writing

Our aim at Calshot is to provide frequent opportunities for children to develop their writing skills through 'Writing Journeys'. Teachers provide engaging stimulus for writing and are flexible in their approach, that build upon prior learning. Although no scheme is followed, we do follow a journey approach to writing. This may begin with identifying features of model texts (WAGOLLS) or studying how a narrative text is structured. Children have opportunities to discuss the purpose of these language and text features and practise using them in another style of text to the one currently being studied. Shared, modelled and guided writing is used to demonstrate how to write the text type, after which, children write a first draft. Editing skills are used to identify and make improvements for the final draft (*see*

appendix 1). Often children's writing is linked to a text, for example Goodnight Mister Tom in Year 6 and the Katie Morag stories in Year 2 and writing is always linked to the half termly theme. A range of text types are covered across the year. This coverage is monitored by the English leader.

As a school, we follow the Essential Letters and Sounds and Nelson Handwriting schemes to help children develop fluent, clear and legible handwriting. In EYFS, basic letter formation is practised as part of their phonics lessons. In late KS1/early KS2, children will begin joining their handwriting (*see appendix 2*).

Approaches to Spelling, Punctuation and Grammar

At Calshot we have developed our own schemes for the teaching of Spelling, Punctuation and Grammar (SPaG). Skills are taught as part of the writing journey as far as possible, constantly incorporated into writing lessons to embed knowledge and provide opportunity for independent application. ELS is taught alongside SPaG lessons within EYFS and KS1 to support the teaching of spelling patterns.

In KS1, elements of the SPaG scheme include:

- Word classes - what they are and when/how to use them
- Sentence types and structure
- Spelling rules
- Adding suffixes and prefixes
- Using a range of punctuation correctly including full stops, commas for lists, question marks and exclamation marks

In KS2, elements of the SPaG scheme include:

- Antonyms and synonyms
- Using a range of tenses
- Adding suffixes and prefixes
- Paragraphing
- Using a range of punctuation including colons, semi-colons, brackets, dashes and hyphens

Differentiated spellings are set each week in line with the Calshot Spelling Scheme and these are formally tested each week. When marking, teachers do not correct all spelling errors but instead focus on common exception words and topic words.

Approaches to Speaking and Listening

Speaking and listening are fundamental to good communication for us all, and are independent of ability in reading and writing. From entry in EYFS, children are given opportunities to develop and learn new skills in formal and informal settings, both in and outside the classroom. We use Voice 21 as a teaching aid to support and resource speaking and listening

activities, develop pupil communication skills and actively encourage speaking and listening across the wider school.

Children across the school are encouraged to speak clearly and listen carefully. Speaking and listening are therefore stimulated in a range of ways, including:

- Listening to and responding to stories, rhymes and poems
- Responding to visual and aural stimuli, such as pictures and film clips
- Discussing and expressing opinions
- Giving and receiving instructions or information
- Using talk partners
- Describing/recounting events
- Storytelling and reading aloud
- Imaginative play eg. role play or drama activities
- Assemblies
- WELLCOMM
- Voice 21

Home School Links

At Calshot, we hope to involve parents as much as possible in school life, and thus in the development of children's skills, knowledge and understanding in English. Reading Records are used across the school to monitor the opportunities children are having to read at home and also to provide the opportunity for regular dialogue between teachers and parents through the comments recorded each week. English homework is set each week in Key Stages 1 and 2.

Parents are invited into school twice a year to discuss their child's progress in English and a detailed end of year report is written for each child. The results of the National Curriculum Tests (SATs), completed in Year 6, are reported to parents at the end of the relevant academic year.

Monitoring and Evaluation

Monitoring and evaluation of English teaching across the school is carried out by the English Leader, the Headteacher, the Deputy Headteacher and Phase Leaders. English planning and the children's books are scrutinised once a term and both verbal and written feedback is provided to each teacher. Learning walks are conducted by the English Lead once per year.

Once a year, a group of children from across the school are interviewed to establish their views on the English curriculum. The findings from these interviews are then explained to teaching staff.

Role of the English Leader

The role of the subject leader is to oversee the teaching and learning of English across the school and ensure that progress is optimised through a broad and balanced curriculum. Leaders ensure that everyone has the required skills, knowledge, understanding and

professional support to teach English effectively. The English leader is responsible for improving standards of teaching and learning in English by:

- Monitoring pupil progress across the school
- Monitoring the learning environment, teaching and resources through annual learning walks
- Taking the lead in policy development
- Supporting staff in planning an engaging and balanced curriculum
- Keeping up to date with any developments to the National English curriculum
- Promoting a culture of reading for pleasure, ensuring that a desire to read is at the core of the curriculum
- Build a team of expert teachers
- Ensuring children have access to a range of engaging texts
- Involve parents and families to support their children's reading at home
- Adopt a rigorous, systematic phonics programme
- Develop a programme of reading aloud to all pupils from Reception to Year 6

Approved by the 'Achievement and Curriculum Committee' on 28th September 2026