



English Curriculum Policy

Date of policy:	Spring 2026
Date of approval:	
Approval by:	

English at Westglade

Introduction

This policy reflects Westglade Primary School's values and philosophy in relation to the teaching and learning of English. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

This policy document is intended for:

- all teaching staff
- school governors
- parents/carers
- LA advisers / inspectors
- inspection teams including Ofsted
- teaching students

Copies are provided for school staff and governors.

Intent

English is a core subject within the National Curriculum. We aim for our children to become readers, authors and knowledge gatherers throughout their time at Westglade. The school aim is to promote a long-term love of reading and provide opportunities for children to become immersed in a range of texts. Our desire is that children become enthusiastic and critical readers and to understand how language works. In writing, we believe that the ability to write with confidence and accuracy is an essential life skill. It is our intention to ensure that, by the end of their primary education, pupils are able to write clearly, fluently and independently across a variety of genres using a range of vocabulary, accurate spelling, grammar and legible handwriting. Pupils will be encouraged to write in a manner which is appropriate bearing in mind the purpose and audience for their writing. At Westglade, we encourage children to express themselves creatively and imaginatively and to communicate with others effectively. We aim for children to grow, discover and blossom through their comprehensive understanding of the English curriculum and meet all the expectations of the National Curriculum.

Implementation

Handwriting

Across school, children complete handwriting lessons following the Letter Join Handwriting Scheme three times per week. This is completed in the back of curriculum books to ensure their transcription skills are effectively translated into children's writing in all areas of the curriculum. When children are ready in Year 2, they use a pen for handwriting sessions. From Year 3-Year 6, handwriting lessons are completed in pen. Where appropriate, teachers model the handwriting expected directly into children's books to support progress.

Reading

At Westglade, children become immersed in reading from a young age through not only the teaching of phonics through Read Write Inc. but through the exposure to books and vocabulary throughout all areas of the curriculum. It states clearly in the curriculum that children should develop a love of literature to allow them not only become effective communicators but also develop culturally, emotionally, intellectually, socially and spiritually. Class books are chosen based on the curriculum and social emotional needs of the children in order to fully immerse and grip the children. Children at Westglade receive the high standard of English teaching required for them to become skilled in both the spoken and written language. To further develop the love for reading, each class spends 15 minutes at the end of every day reading. As well as this, in Foundation 2 and KS1, children read with an adult weekly. In KS2, every child is read with fortnightly. Children are expected to read with an adult at home four times per week, this is tracked by teachers using a 'Reading Tracker' system.

We use a combination of tools to assess reading to ensure an accuracy when assessing a child's ability to decode and comprehend what they are reading. Teachers and teaching assistants regularly read with all children in their class as well as making assessments during Shared Reading sessions. Every term, children in years 1,3,4 and 5

complete an NFER reading assessment and children in years 2 and 6 complete SATs assessments. The triangulation of these assessment types enables teachers to build a well-rounded and accurate assessment of reading.

Read Write Inc.

Children are exposed to early phonics teaching during their time in nursery where interactive tasks are used to develop initial sound knowledge and the identification of phonemes. They are also exposed to a rich range of language throughout the setting and books are available for children to read as well as adults sharing books. When children are sound ready (as assessed through observations and assessments), they transition to Word Time led by trained practitioners. As the children move into F2, they are taught through the Read Write Inc. programme, which is delivered across Key Stage 1. This teaches children how to accurately decode and develops their reading fluency as well as teaching the wider skills of reading including inference and prediction. Children work their way through the programme and are assessed every 6 weeks by the RWI Lead to ensure effective progression; children will move groups where appropriate. Staff delivering RWI are regularly trained and the RWI Phonics Advisor regularly supports school.

Spelling

When children are ready to move off the Read Write Inc. phonics programme (based on the RWI assessments and the phonics screening), they transition to the whole-class Read Write Inc. Spelling programme. This allows a smooth transition between the programmes and for children to continuously have the opportunity to practise and apply the sounds learnt through RWI. Each year group covers the spelling programme for the year group before theirs and their year group over the course of the year (e.g. Year 4 would complete book 3 and book 4). Children complete a range of activities throughout the week to securely develop their understanding of spelling rules; they then self-mark their work. Children are assessed half termly and this informs teaching and learning. Children from Year 2-Year 6 have spelling books that are taken home. The children write any words they have misspelt in this book. Weekly spellings are sent home via Dojo.

Shared Reading

Shared Reading is taught from Year 1 to Year 6 at Westglade and ensures that children are not only fluent readers but also are able to decode a text and use the skills of retrieving and recording, inference, explaining and justifying, summarising and predicting to understand a text in more depth.

In Year 1, children read a text throughout the week which then builds up to children completing a range of tasks linked to the text based on the skills required to understand what they are reading.

In Year 2, children, who have completed the RWI programme (this includes some children from Year 1 when they are ready), examine a text throughout the week; they unpick it and answer questions linked the skills previously mentioned.

Across Key Stage 2, children work with a text for five days, and respond to questions linked to the skills being focused on that day (question stems have been used to support teachers with creating age-appropriate questions). Monday is used as an immersive day, where children are given opportunities to unpick the text, learn and understand new vocabulary and be immersed in experiences that will support their understanding of the text. This consists of reading the text, unpicking vocabulary and may also include videos linked to the text, drama, and detailed discussions. Texts are pitched high and linked to the curriculum or writing topic where possible and consist of variety of genres to ensure that children are familiar with a vast range of texts; this also provides opportunity to expand children's knowledge of the world. We have found that the use of texts linked to the curriculum has supported children's understanding of complex vocabulary. The opportunity to fully immerse in a text is in response to the need to extend cultural capital and our children's vocabulary and understanding. From Tuesday-Friday, children then answer questions linked to the text, answering a range of question types, question stems are available to support teachers in planning age-appropriate questions. Children answer a range of question types each day and are taught to identify the skills they require to answer the questions. Where appropriate, adaptive teaching is used to ensure all children make progress. Shared Reading vocabulary is displayed for the half term to ensure children have the opportunity to embed the vocabulary taught and apply it in

their wider learning. Shared Reading is completed in Shared Reading books and the texts used are put into Shared Reading folders to build up a portfolio of reading. Shared Reading work is peer/self-marked in green pen alongside teachers live marking in the lesson.

Writing

At Westglade, we want every child to love writing and develop the skills required to be lifelong confident writers and meets all the needs of the National Curriculum. Our writing cycle has been developed and adapted over the past years and is continually reviewed, as we know that our practice and processes can be further honed and developed through new ideas and research. We have developed our cycle by continually reviewing the children's outcomes and trialling new ideas in key classrooms and then if the evaluation process is positive, sharing the new practice across the school.

At Westglade, we have based the teaching of writing on the Literacy Tree model, which is a book-based model. It focuses on immersing children in a text, with a strong focus on audience and purpose - allowing them to see themselves represented and explore the lives and experiences of others. It provides a range of opportunities to write for different purposes and audiences throughout the unit, with opportunities for drama, discussion and debate included. We use focuses in every lesson to ensure the children know their aims and have adapted the scheme to ensure it meets the needs of all learners (using support and challenge).

At the beginning of each English lesson, a grammar flashback is completed. We identified vocabulary as a focus for school. From Year 1-6, children learn a tier 2 word of the week and complete tasks designed to embed and understand new vocabulary, this is completed through a grammar flashback that incorporates areas of review and practise for the class to ensure all new learning has been embedded. In the wider curriculum, tier 3 vocabulary has been identified and this is taught in wider curriculum lessons.

The National Curriculum requirements for writing and grammar are taught through the Literacy Tree model. Children have the opportunity to be fully immersed in the book and are able to practise and apply their learning to their writing. Throughout this cycle, children have many opportunities to independently write. One independent piece per writing unit is then marked and assessed using the year group's standards. These assessment grids are used to monitor children's progress in writing termly. Teachers then mark using pink and green according to which elements the child had included or needs to consider next time.

Writing moderation takes place internally, with the local authority, Aspire and the NST schools. This ensures that teacher judgements can be supported and shared with other teaching staff.

EYFS

The majority of our three-year-olds enter school significantly below pupils nationally. Their speech and language skills can be a significant factor in delaying their early literacy skills. We follow a book-based curriculum, immersing the children in a book for 2-3 weeks; much of their learning is centred around the book. Vocabulary is displayed around classrooms (in tiers) and practitioners verbally provide children with a rich vocabulary during provision time. Children are given opportunities to retell each story, as well as apply parts of the story throughout the setting.

In Nursery, children have opportunities to mark make across the setting through a range of means; they use writing books to record mark making when the children are ready.

In Nursery and F2, children complete a focused writing task often linked to a picture stimulus or their book twice a half term. Children also have a weekly writing challenge, and Child Initiated writing books. Children are targeted based on their need throughout the setting and receive support with letter formation and sentence building where required. Our progression documents are made to enable children to progress from entry in F1 all the way through to ultimately achieving the ELG in F2 at the end of their time in EYFS. Interventions include:

Fast Track phonics

Squiggle while you wiggle

Talkboost

- Writing interventions
- Numeracy interventions
- Parent speech and language sessions
- Fine motor skills interventions
- Social skills sessions

Continuous provision supports the development of writing and fine motor skills across the setting; enhancements provide exciting stimulus to provoke interest and engagement.

Key Stage 1

In Key Stage 1, children write following the Literacy Tree. Children have opportunities to practise phonics and develop transcriptional skills as well as grammar, vocabulary and their writing within units. Children then write their independent writes in their English books. This piece of writing is then marked using the Year Group's writing standards which show 'working towards', 'working at' and 'working at greater depth'. In Year 1 and 2, feedback is provided using the pink and green marking system. In Year 2, editing checklists and writing conferences are used to support the editing process and areas of need identified.

Year 3 and 4

Year 3 and 4 work towards a draft, which teachers read in detail and mark using the codes 'g, p and sp' for grammar, punctuation and spelling. This is then edited, using editing checklists, daily in Year 3 and in an editing session in Year 4. Children's editing skills are also supported through writing conferences throughout the unit. These edited pieces are then assessed and marked against the year group's standards.

Year 5 and 6

Year 5 and 6 work towards a draft, which teachers read in detail and in the autumn and spring of Year 5, teachers mark using the codes 'g, p and sp' for grammar, punctuation and spelling. In the summer of Year 5 and throughout Year 6, teachers read drafts in detail and create a Whole Class Feedback sheet as well as editing checklists. This

provides general feedback for all children to use as a guide when editing their writing.

Teachers use writing conferences to support children who require additional support when editing their writing.

Children's edited work is then marked using the writing standards.

Marking rationale for writing standards

The writing standards for Year 1-6 have been amended to support assessment and are based on the writing programmes of study by the National Curriculum. They show progression across year groups and consider 'working towards', 'working at expected' and 'working at greater depth'.

Text: *Oktapadi*
Date:

Whole class feedback

Praise:

- Some good levels of detail included to help the reader to 'paint a picture'
- The characters' emotions were conveyed really well
- Lots of use of parentheses - year 5 writing!
- Variation of sentence structure so the reader doesn't get bored
- Much better spellings
- Good use of apostrophes for contraction and possession
- Lots of fronted adverbials with commas

Writing clinic

Cole
Maissa
Theo

Editing actions:

- FULL STOPS!!!
- Check spellings carefully
- Apostrophes for possession e.g. the man's hand/ each other's eyes
- PLURALS DO NOT NEED APOSTROPHES
- Capital letters for proper nouns and for I (e.g. **P**ink, **W**ednesday)
- Commas for fronted adverbials e.g. **S**uddenly, **S**oon,
- Commas for subordinate clauses at the start of your sentence (**W**hen we saw the man, we were terrified)
- was = singular, were = plural (Pink and I **w**ere...)
- Check carefully is it saw or seen?
- OTHER NOT OVER; ANOTHER NOT ANOVER
- You do not need a capital after a dash, comma or brackets unless it's a proper noun
- Write in the past tense (flew, raced, **w**ere jumping, **w**as angry)
- Homophones - our/are, threw/through, were/where, of/off
- Doubling consonants when suffixes are added (chop - **chopped**/grab - **grabbed**)
- 'an' before a word that starts with a vowel sound (**a**n engine, **a**n octopus)
- Use of what/that

Expert Examples:

I was being terrified but he really at my best. I watched desperately as there was nothing I could do but watch as my heart shattered. Although I was also panicking thinking what they would do to her. Then a horrible picture came to my mind I saw her being chopped into pieces like she was a living thing. I heard her laughing her being put on plastic square and being thrown into a water. In the distance I could hear laughing and looking from Pink she was helplessly stuck in water and being carried to her.

Pink and I woke up and ran because he turned on engine on. Pink read me up and we fell into a pit but he wasn't giving up and he got over. He caught us while going down stairs he looked nervous. He was so we used our super power. Inki looked we ended up in a washing line the driver and the van drove into the ocean. To go swimming with our octopus. Last of him I guess.

It was a normal day in Paris. A Pink and I were walking in one easy room, pink added home. I put so water was heated to be in her. I grabbed and I wrapped my self around her even more. We were getting so excited. A Out of no one on called and hand to pop. He was from my school. I like the sad funny air. What happened! Pink got down and

Common misspellings:

actually, again, always, angry, another, audacity, barely, before, beautiful, believe, best friend, break, caught, sense, shield, charging, chasing, chlorine, choice, chucked, climb, climbed, condensation, conjured, connection, corner, covered, crawled, crystals, shock, shoved, slammed, cuddled, determination, determined, diamond, die, different, dodged, driver, even, evil, fanciest, finally, flew, followed, slightly, slipped, snatched, getting, grabbed, handbrake, happening, hazel, heartbroken, held, heroically, hoping, hugging, imagined, immediately, knives, leapt, spacious, speeding, spotted, lifted, mesmerised, metal, minute, mysterious, nearly, numbers, obviously, parasols, perfectly, pieces, placed, pool, squealed, squeezing, squirted, popped, protect, realised, really, remembered, scale, scared, seagull, self centred, stairs, started, suddenly, swerved, swoop, swooped, tentacles, terrace, thrown, took, towards, tried, try, unconscious, unfortunately, until, very, violently, washing, welled, went, were, when, when, whispered, windshield

When assessing these standards, teachers tick to show that evidence is found in the text. Half-termly, writing displays in classrooms are updated to showcase children's writing.

The standards are used to support teacher judgement for individual children. Moderation across the NST, local authority, Aspire and internally are also used to ensure accurate assessments.

Management and Role of the English Lead

The role of the lead is:

- To receive any information/resources which arrive in school.
- To monitor the planning and implementation of English throughout the school.
- To support colleagues with planning and teaching through the Quality Assurance cycle.
- To keep up to date with the National Curriculum for English and be aware of any changes taking place.
- To identify gaps in resourcing for this subject, to be involved in ordering new equipment.
- To keep a log of activities / courses undertaken within the role of the English coordinator and provide CPD for staff where required.
- To fulfil the requirements as stated in the curriculum leads job description.
- To develop staff skills and confidence through leading staff meetings.
- To support staff in assessing children's reading and writing levels.
- To identify areas for monitoring through the analysis of data which then feeds the Quality Assurance cycle.

The Read Write Inc. co-ordinator will organise groups and be responsible for assessing all children on the programme and analysing progress data.

Parental Involvement

Parent helpers, governors and other volunteers may sometimes be used to support children in English activities, such as hearing readers. Throughout the year, parents may be invited to workshops and information sharing sessions related to the National Curriculum.

Adaptive Teaching

Adaptive teaching is integral to what we do at Westglade. All lessons are adapted to ensure children are supported and challenged appropriately. Examples of this may be through use of adapted texts, adapted questions, highlighted texts, pre-teaches, adapted tasks, resources, sound mats, sentence stems or vocabulary word mats. All children are taught with careful consideration of their needs. Extra support is given when pupils are falling below expected levels or need extra challenge.

Challenge

Children are challenged throughout all English lessons. These can be seen in Shared Reading through a 'star question' and is shown on English planning in the 'challenge' section.

Equal Opportunities

This subject will be taught in line with the school's equal opportunities policy ensuring that all children will have opportunities to undertake all activities appropriate to their level of ability and with the respect to their background and beliefs.

Health and Safety

Children are taught to respect and carefully use all equipment and book, with regard to their own safety and that of others.

Impact

By the time children leave Westglade, they should have progressed, sustained learning and developed transferrable skills. Our children will become confident writers, who are experienced in a range of text types and can apply grammatical skills to their writing. Children are able to use advanced punctuation effectively and enjoy their writing.

Our children also become more confident, fluent readers and understand the importance of reading for pleasure as well as to develop their knowledge; children are able to make links across texts, understand purpose and talk cohesively about reading. We aim for all children to meet the expectations of the National Curriculum. As children move on from Westglade, we hope that their passion for English, creativity and high aspirations stay with them to continue their journey of growth, discovery and blossoming.