



CAVERSHAM PARK PRIMARY SCHOOL

English Policy

Rationale:

At Caversham Park Primary School, we believe that English is a fundamental life skill which enables children to listen, speak, read and write for a wide range of purposes. The school provides a rich and supportive learning environment in which pupils are encouraged to express themselves clearly, confidently and creatively, both orally and in writing.

Pupils are exposed to a wide range of high-quality literature to ensure they become enthusiastic, responsible and confident readers and writers. This exposure is vital in providing a rich context for learning, not only within English as a subject but also in supporting a strong reading culture across the whole school.

The principles and practices of effective English teaching are embedded across all curriculum areas, supporting pupils in developing confidence, independence and transferable literacy skills.

The English curriculum fully meets the statutory requirements of the National Curriculum and is reviewed and updated regularly to reflect best practice and the needs of all learners.

Aims and Objectives

- To enable pupils to speak clearly and audibly, taking account of audience and purpose.
- To encourage pupils to listen attentively and with confidence in order to recall, question and understand what has been said.
- To provide pupils with a wide range of language experiences and rich vocabulary in order to develop their confidence in using and exploring language.
- To develop confident, fluent and independent readers.
- To expose pupils to a wide range of high-quality literature and genres.
- To promote enjoyment of writing and provide opportunities for pupils to write confidently and creatively for a range of audiences and purposes.
- To encourage and develop the accurate use of handwriting, spelling, punctuation and grammar in all forms of writing.
- To equip pupils with the skills to plan, draft, edit and improve their own work.
- To provide pupils with opportunities to communicate, read and write widely, applying these skills independently across all areas of the curriculum.

Writing

Equipping pupils with the ability to write effectively, creatively and for a range of purposes is of high importance at Caversham Park Primary School. We recognise that confident and successful writing is built upon the secure development of key foundational knowledge and skills. In order to write fluently and effectively, pupils need to have mastered the following foundational knowledge and skills:

- secure sound-letter correspondence and phonological awareness
- accurate letter formation and handwriting
- correct spelling of common exception words and application of spelling patterns
- an understanding of sentence structure, including the use of capital letters and full stops
- a growing and varied vocabulary, developed through reading, talk and direct teaching
- the ability to compose and rehearse sentences orally before writing

These foundational skills are taught explicitly and systematically throughout the school. Phonics and spelling are taught through the school's adopted phonics programme to develop secure sound-letter correspondence and spelling knowledge. Handwriting is taught and practised regularly to ensure pupils develop accurate pencil grip, letter formation, fluency and presentation. Teachers model high-quality writing and sentence construction, providing opportunities for pupils to rehearse ideas orally before writing. These skills are reinforced across the wider curriculum to ensure pupils can apply their learning confidently and independently in a range of contexts.

Teaching Writing in Reception and Key Stage 1

In Reception and Key Stage 1, the school has selected high-quality texts to support the learning of children from Reception to Year 2. Children at the beginning of their learning journey are taught to write using the class text as a stimulus and through *Drawing Club*.

The aim of Drawing Club is to:

- enhance creativity and imagination;
- inspire children to develop a love of writing through the use of high-quality texts and drawing as stimuli for writing;
- improve confidence in mark making, communicating ideas, and writing;
- develop the fine motor and foundational skills required for writing;
- support understanding of key elements of stories, including character, setting, and adventure;
- develop a wide range of vocabulary linked to the core texts.

Once children are able to write confidently through Drawing Club, they will move on to the Key Stage 1 curriculum. At this stage, they will continue to produce work linked to the core texts but will begin to write for a wider range of purposes. The structure of these lessons continues to align with Drawing Club, whereby in each unit children spend one lesson focusing on character, one lesson on setting, and further lessons producing a wide range of writing outcomes. This approach also supports children in preparing to progress to the Key Stage 2 writing curriculum.

Teaching Writing in Key Stage 2

The school has adopted The Literacy Tree for the teaching of English in Key Stage 2. The Literacy Tree is a complete book-based approach centred around rich, diverse and inspirational books. Teaching through a text immerses children in a literary world, creating strong levels of engagement to provide meaningful and authentic contexts for writing. This approach ensures a consistency to the teaching of writing across the key stage and a cohesive progression of skills and knowledge. Pupils become skilled writers as they encounter a wide range of significant authors and a variety of fiction, non-fiction and poetry.

Through use of The Literacy Curriculum, we have mapped the coverage of the entire English Programme of Study for KS2 for Writing. In many cases objectives are covered more than once and children have opportunities to apply these several times over the course of a year, as well as to consolidate prior knowledge from previous years. This approach supports children to think deeply and develop skills with depth.

High-quality texts are grouped together under a literary theme and each text has a full unit of work for teachers to use and adapt. These units of work also include mixed age-planning suggestions which are used to plan appropriate teaching and learning tasks in mixed age classes. Curriculum maps for each year group indicate the literary themes and texts that will be covered and the types of writing the children will create in each unit of work.

The units of work and planning sequences should be adapted, personalised and differentiated by the school to ensure all access arrangements can be made to support children with the requirements.

Assessment of Writing:

- Ongoing formative assessment underpins planning and is an integral part of teaching and learning, ensuring that lessons are adapted and units meet pupils' needs and next steps. Formative assessment is carried out through teachers' careful observation of pupils' writing to identify strengths and areas for improvement *in the moment*. Teachers then adapt individual lessons or sequences of lessons in response to these observations.
- Within each unit of work, teachers identify one piece of writing that is completed entirely independently. These unaided writing tasks are used to identify achievement, progress, and next steps in writing.
- Assessment information is collated from a range of independent writing outcomes and used to make summative judgements against the National Curriculum objectives, in line with the school's assessment policy. Writing assessment analysis grids are available to support this process.
- Writing moderation meetings between class teachers, the Senior Leadership Team, and the English Leader take place each term. Where possible, inter-school writing moderation is also carried out.
- Pupils' strengths and next steps are shared with them at the end of pieces of writing and/or through live feedback, as appropriate. These are then monitored, discussed, and reviewed across a unit of work. Further guidance can be found in the school's Feedback Guidelines.

Phonics

At Caversham Park, **systematic synthetic phonics** is the prime approach to teaching reading and spelling in Reception and Key Stage 1, and, where appropriate, for some pupils in Key Stage 2. The school has adopted the approved phonics scheme *The Code (Smart Kids)* and uses fully decodable reading books that are closely matched to the programme. Discrete phonics lessons are delivered daily, and pupils are grouped according to the phase they are working within and their identified next steps for progress.

Planning and Assessment

- The school's phonics scheme is used to plan and deliver lessons for all pupils requiring phonics teaching, ensuring a systematic and consistent approach.
- Lessons follow a clear structure of *revisit, teach, practise, and apply*.
- Actions for grapheme-phoneme correspondences (GPCs) and rhymes for letter formation are used to support the learning of sounds and the accurate formation of letters.
- Phonics is embedded across classroom practice and the wider curriculum to ensure pupils are secure in applying their phonics knowledge.
- Pupils' phonics knowledge is assessed approximately every eight weeks to monitor understanding and progress. Assessments are aligned with the school's phonics programme.
- Pupils in Year 1, and pupils in Year 2 who did not meet the expected standard in the Year 1 Phonics Screening Check, complete baseline and mid-year Phonics Screening Checks as a minimum. These assessments are used to monitor progress towards the expected standard and to identify gaps or misconceptions.

- Interventions are implemented for pupils who require additional support to reach the expected standard and maintain progress. Where possible, pre-teaching is used as the primary intervention strategy.

Further details can be found in the school's phonics guidelines.

Reading

Instilling a love of reading is of the utmost importance at Caversham Park Primary School. This is promoted through:

- a comprehensive literature spine, ensuring pupils are exposed to a wide and varied reading diet;
- a commitment to ensuring book corners are inviting spaces in all classrooms where pupils can read and share books;
- classroom environments that actively promote reading;
- regular opportunities for pupils to share books with peers and to read for pleasure.

The teaching of reading is delivered through a range of strategies, including:

- phonics (as outlined above);
- whole class reading lessons;
- individual reading;
- targeted interventions, including phonics and fluency;
- reading across the curriculum;
- daily story time.

Whole Class Reading

The primary approach to teaching reading throughout Key Stage 1 and Key Stage 2 is through whole class reading lessons. These take place either daily or as a full weekly lesson, with additional opportunities provided for pupils to practise and apply their learning.

Teachers plan whole class reading lessons using *The Literacy Tree* reading unit plans and/or the school's reading progression and planning document, which is organised around the VIPERS reading skills.

VIPERS is a set of reading prompts developed by *The Literacy Shed*, based on the reading content domains outlined in the National Curriculum. The VIPERS reading skills are:

- **Vocabulary**
- **Inference**
- **Prediction**
- **Explanation**
- **Retrieval**
- **Summarising** (Key Stage 2) / **Sequencing** (Key Stage 1)

A sequence of whole class reading lessons is planned to develop pupils':

- **Vocabulary**, through pre-teaching
 - new vocabulary is paired with images to support retention;
- **Word reading**
- **Fluency**
 - through a range of independent and shared reading strategies;
- **Expression and intonation**
 - through shared and modelled reading;
- **Reading skills**, including skimming and scanning;
- **Comprehension**
 - through questioning, including modelled, shared, and independent responses.

Individual Reading

- All pupils in the Foundation Stage and Key Stage 1 are read with individually on a weekly basis.
- Targeted pupils are read with individually more frequently, depending on identified need.
- Individual reading books for pupils from Reception to Year 4 are banded and aligned with the school's phonics scheme and National Curriculum expectations. Further detail can be found in the school's book banding progression and reading levels document, as well as the Phonics Guidelines.
- Once pupils in Year 4 or above become fluent, confident readers, they are able to select their own reading books from home or school.
- Class teachers communicate targets and next steps through pupils' reading records.
- Parents and carers are encouraged to listen to their child read regularly throughout their time at Caversham Park Primary School and to record this in the reading record alongside school staff.
- Information sessions and open mornings are provided to support parents and carers in understanding how to read with children at home and the school's expectations for reading.
- In addition to individual reading books, pupils in all year groups have regular opportunities to visit the school library to select a 'reading for pleasure' book.

Assessment

- Statutory assessment includes the Phonics Screening Check in Year 1, an optional reading test in Year 2, and the statutory reading test in Year 6.
- In the Foundation Stage, the Reception Baseline Assessment is completed, and reading attainment and progress are assessed against the Early Learning Goals at the end of the Reception year.
- Termly summative reading assessments are carried out in Key Stage 1 and Key Stage 2 to demonstrate progress and attainment against the National Curriculum.
- Reading band levels and outcomes from phonics assessments are used to support assessment judgements.
- In addition, evidence from reading records, running records (e.g. miscue analysis), and reading lessons is used to make formative judgements, track progress, and identify next steps.
- Assessment information is used to make summative attainment judgements in line with the school's assessment policy.
- Reading moderation meetings between class teachers, the Senior Leadership Team, and the English Leader take place each term. Where possible, inter-school moderation is also carried out.

For further detailed information on the teaching of reading at Caversham Park Primary School, please refer to the school's Reading Guidelines.

Spelling, Punctuation and Grammar (SPaG)

The teaching of SPaG is delivered discretely in Years 2-6 to ensure that the required knowledge and skills are taught clearly and explicitly. In addition, SPaG is embedded and reinforced through the teaching of reading and writing within English lessons and across the wider curriculum. In Reception and Year 1, SPaG knowledge and skills are introduced and developed where appropriate, primarily through phonics and early writing.

Planning and Assessment

- Long-term spelling plans are used to inform short- and medium-term planning. These ensure that spelling teaching is progressive and meets both the statutory and non-statutory National Curriculum requirements.
- *No Nonsense Spelling* (Raintree) is used to support staff in teaching spelling strategies from Years 2 to 6.

- Formative assessment information is gathered from a range of independent writing outcomes and from within lessons to inform planning and identify next steps.
- Summative spelling and SPaG assessments are carried out termly in Years 1-6. Outcomes are analysed to identify progress, inform next steps, and support future planning.
- Pupils in Years 2 and 6 undertake statutory end-of-key-stage assessments to measure attainment against age-related expectations.
- Statutory assessment includes the English Grammar, Punctuation and Spelling test in Year 6 and an optional test in Year 2.

Handwriting

The school has clear expectations for letter formation. It is essential that children are explicitly and consistently taught correct letter formation from the very beginning of their time in school. As soon as children are developmentally ready, they are taught to sit correctly at a table to support appropriate posture for writing, to hold a pencil using the correct tripod grip, and to develop a legible and increasingly fluent handwriting style.

In Reception, pupils are taught to develop a comfortable tripod grip and to print letters accurately, supported by the school's phonics scheme. Once children can form printed letters accurately and consistently (typically during Year 1), they are taught to form pre-cursive letters with lead-in and exit strokes in preparation for joining. Letter joining is typically introduced in Year 2.

By the end of Key Stage 2, all pupils are expected to demonstrate an efficient, neat, and legible handwriting style that supports effective recording of their ideas across the curriculum.

Handwriting is explicitly taught, rather than simply practised, through a range of whole-class, small-group, and individual sessions across the week. All classroom staff, including class teachers and teaching assistants, are expected to model the school's handwriting style consistently, appropriate to the age group they are teaching, in all professional activities (e.g. when writing on the board or in pupils' books).

Further detail can be found in the school's Handwriting Guidelines.

The Early Years Foundation Stage (EYFS)

During the Early Years Foundation Stage, children experience English through the areas of Communication and Language, Physical Development, and Literacy, as outlined in the EYFS Framework. English forms an integral part of each day and is planned to meet the needs of all children, regardless of their starting points on entry to school.

Emphasis is placed on learning through play and practical, engaging activities across all areas of the indoor and outdoor environment. Reception children take part in daily phonics lessons that are appropriately differentiated, alongside regular focused English lessons and activities.

Further information on teaching and learning in the Early Years Foundation Stage can be found in the school's EYFS Policy.

Monitoring and Review

In conjunction with the Senior Leadership Team, the English Subject Leader is responsible for monitoring and reviewing pupils' learning and progress in English across the school. This is carried out through the analysis of assessment data; scrutiny of books and independent writing; lesson observations; planning reviews; pupil voice discussions; and learning walks.

The English Subject Leader attends relevant courses and network meetings to ensure they remain up to date with current practice and national developments. Key information and updates are shared with staff through in-school training and staff meetings, and additional training is provided where appropriate.

Policy Date	Review Date
March 2026	March 2029