



West Winch Primary School

English Policy 2025

Intent – we aim to:

- Ensure that English taught as part of our 3D curriculum – often linking to other curriculum areas and building on previous knowledge.
- Use high-quality texts to immerse children in vocabulary rich learning environments.
- Expose children to a language rich, creative and a continuous English curriculum.
- Enable children to become literate and develop a love of reading, writing and purposeful speaking and listening.
- Encourage children to be imaginative and to ensure this is evident through their writing.
- Provide children with essential skills in grammar, spelling, punctuation and composition that will ensure life-long competency.
- Support children to express their thoughts and ideas clearly and creatively through the written word.
- Develop children into writers with an understanding of the writing process, including proof-reading and editing to enhance their work.
- Support children to be articulate and confident communicators who express themselves and enhance their learning when engaging in discussions.
- Create a culture where children love to read and take pride in their writing.
- Encourage children to use ambitious vocabulary in their writing.
- To help children enjoy writing and recognise its value through short burst writing and final writing outcomes are inspired by a range of engaging texts.
- For children to become familiar with different text types and able to write for a range of purposes.

Implementation – How do we achieve our aims?

Spoken Language

- To enable children to speak clearly and audibly in ways which take account of their listeners
- To encourage children to listen with concentration in order to be able to identify the main points of what they have heard
- To enable children to adapt their speech to a wide range of circumstances and demands

- To develop children's abilities to reflect on their own and others' contributions and the language used.

Reading & Writing

- To ensure children have the opportunity to develop a life-long love of reading by experiencing a wide range of high quality texts, which encourage high quality reading and writing.
- To have a high quality class reader text which is read daily to the children for at least 15 minutes prioritising the importance of listening to high quality texts.
- We believe that reading should be a fundamental part of childhood and a skill which should be developed to support lifelong learning.
- To develop confident, independent readers through as appropriate focus on word, sentence and text-level knowledge.
- To ensure that grammar and punctuation knowledge and skills are taught in context as well as through our *Place Value of Punctuation* units which are implemented at the beginning of each year (Y1 to Y6). The required skills are then applied through application units and then continued to be taught through the various genres of writing and success is measured through a focus on the intended writing outcome. Stand-alone grammar lessons are also taught if required, but particularly in Year 6 in preparation for SATs.
- Daily phonics lessons are taught in EYFS and KS1 through the use of *Phonics Shed* and daily spelling lessons are taught in KS2 through the use of *Grammarsaurus* spelling lessons which link to the spellings that will be needed in the genre of writing they are working on.
- In KS2, the lowest 20% of readers in each class continue to receive phonics tuition through our *Twinkl Decoders* programme and are prioritised on our daily reading lists. We also ensure that precision teaching is used to help these children read and spell high frequency words matched to their ability.
- We use Mrs Wordsmith to teach interesting and exciting vocabulary throughout the school. Teachers carefully plan their vocabulary to ensure it links well with the text-type they are teaching, supporting the use of this new vocabulary in the children's writing. In KS2, children are also encouraged to draw upon what they read when writing and to 'magpie' vocabulary from shared texts. In KS2, children also independently access dictionaries, thesauruses and word mats.
- Teachers use *Grammarsaurus* for our writing curriculum. Y1 to Y6 all start the school year with setting standards for handwriting, then completing a *Place Value of Punctuation* unit before applying the knowledge they have learnt in an application unit. Teachers are encouraged to keep practising these skills until the children have embedded them rather than moving on too quickly.
- In KS1, lessons are structured to allow our children to discuss ideas for writing before forming written pieces. Children are taught essential knowledge and skills to craft a piece of writing over time in order to build writing stamina, and sufficient time is given to ensure quality pieces of work are produced.
- In KS2, teachers guide children through a clear writing process and children have the opportunity to generate ideas, plan, draft, edit and sometimes publish their writing.
- Children in KS1 write for a range of different purposes and audiences and this is developed and strengthened in KS2, with children enhancing their understanding of a writer's craft and identifying themselves as authors. Across the school, there is

good coverage of all the different text types to enable children to become confident writers for different purposes.

- In KS1, children are taught how to make simple edits and additions to their writing so that they can do this more independently in Year 2. From Year 2 to Year 6, children are encouraged to continuously edit their work using 'teacher pencils' where they can underline what is good and also edit as they go. Post-writing, children will also proof-read and edit their work. As they progress through KS2, they will increasingly edit larger amounts of their work, from editing and redrafting a paragraph in Year 3 to editing and redrafting the whole piece of work in Year 6.
- In KS1, for children to become fluent, creative writers, they are encouraged to express ideas through speaking and listening opportunities, including partner talk, role-play and hot seating. These lively, interactive learning exchanges provide all children with the tools and knowledge necessary to become successful writers.
- In KS2, drama techniques such as hot seating, conscience alleys, partner talk, debates and freeze frames are explored and repeated to enhance children's spoken language and to use as a stimulus for writing.

Handwriting

- Correct letter formation is taught from EYFS and is practised daily.
- Once Year 1 are confident with printing letters, they are introduced to cursive handwriting, which is further developed in Year 2.
- In KS1, there is a clear emphasis on ensuring children hold their pencil correctly, start and form lower case letters in the correct direction, starting and finishing in the correct place, forming their lowercase and uppercase letters, the correct size in relation to each other, using spacing that reflects the size of the letters and using the diagonal and horizontal strokes needed for joining up their handwriting.
- In Year 3, joined up handwriting will be introduced but only once they are secure in the KS1 handwriting aims.
- Handwriting will be practised weekly through the use of the West Winch handwriting scheme and handwriting quality will be a focus across all areas of the curriculum.
- All classes will spend the first two weeks of term ensuring handwriting expectations for their year group are set and will move on to their main English lessons once handwriting is secure.

Impact – How will we know we achieved our aims?

- Children are engaged and focussed in lessons.
- Children demonstrate a real passion to read for both pleasure and information – across a wide range of quality books and literature.
- Writing is developed from good ideas and is imaginative in the use of ambitious vocabulary and figurative language.
- Children know more and remember more – and have the skills to equip them to progress from their initial starting points.
- Children have strong writing skills that allow them to access the whole curriculum and transition to secondary school with confidence.
- Writing is high quality and well-presented in a range of ways.
- Children's understanding of the writing process helps them make good progress, with a high percentage achieving age-related expectations.
- Communication skills are strengthened and they can articulate themselves well.

- Children take pride in their work by making choices in language and presentation to appeal to the reader.
- Children enjoy their English lessons and are inspired to read and write.

English Policy Adopted: Summer 2025

English Policy Review: Summer 2027

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Heather Habbin - Chair of Governing Body