



English Policy

At Greenbank Primary School, we recognise that language is one of the most powerful tools a child can possess. English sits at the centre of our curriculum because confident speaking, listening, reading, and writing equip pupils with the essential skills to learn, express themselves, and engage with the world around them. We believe that when children master language—both spoken and written—they become empowered learners capable of curiosity, creativity, and critical thinking.

A culture of reading is woven throughout school life. We aim not only to teach reading as a vital life skill, but also to nurture a lifelong appreciation of literature. When children discover the joy of reading, their academic performance strengthens across all subjects, and they gain access to new experiences, viewpoints, and ideas that enrich their lives far beyond the classroom.

Our English curriculum is fully aligned with the statutory expectations of:

- **The National Curriculum for England: English (Key Stages 1 and 2)**
- **The Statutory Framework for the Early Years Foundation Stage**

We proudly celebrate the rich diversity within our school community. With pupils representing **32 countries** and speaking **23 different languages**, we value each child's linguistic heritage and recognise the unique contributions they bring. Inclusivity lies at the heart of our approach; pupils with **SEND** and those with **EAL** are supported through carefully planned provision so that every child can achieve their personal best and participate fully in all aspects of school life.

OVERALL AIMS (BY THE END OF KEY STAGE 2)

We strive for all pupils to leave Greenbank with:

- **Clear, confident communication skills**, using Standard English effectively in a range of contexts.
- **Strong listening skills**, enabling them to understand, interpret, and respond thoughtfully to spoken language.
- **Secure, fluent reading abilities**, allowing them to access information, appreciate a wide variety of texts, and read for pleasure.
- **Purposeful, effective writing skills**, adapted for different audiences and forms, supported by accurate spelling, punctuation, and grammar.

These aims underpin our ambition to develop articulate, reflective, and independent lifelong learners.



READING

We aim to cultivate a school community where reading is seen as both a pleasure and a pathway to knowledge. We believe that every child deserves to become a confident, fluent reader who is curious about the world and ready to explore it through books.

Teaching and Learning

- Daily phonics sessions in EYFS and KS1, with skills modelled and reinforced across the curriculum. Interventions for those that need it in KS2.
- Daily English lessons in Years 1–6 built around high-quality texts and authors who inspire, challenge, and extend pupils' thinking.
- Weekly whole-class reading and comprehension sessions to teach key reading strategies.
- Reading opportunities integrated into foundation subjects, reinforcing cross-curricular learning.
- Children take home colour-banded books matched to their reading level and record their progress in reading logs shared with families.
- Each classroom features a thoughtfully designed **Reading Area** that celebrates reading and encourages book exploration.
- **DEAR Time (Drop Everything and Read)** takes place for at least 10-15 minutes every day in every class to build a culture of "reading for pleasure."
- Weekly **Bedtime Book Bags** help strengthen home–school partnerships and promote shared reading experiences.
- A wide range of author visits—including SF Said, Matt Oldfield, Alom Shaha, Mitch Johnson, and Jennifer Killick—motivates children and deepens their engagement with literature.
- Pupils participate **Reading Clubs** throughout the year
- Our well-resourced school library provides each year group with scheduled browsing and borrowing sessions linked to curriculum themes.

Additional Support

- Identified pupils receive targeted phonics or reading interventions delivered by trained staff.
- KS2 pupils who can decode but need comprehension practice continue with RWI resources.
- **Year 6 Homework Club** offers tailored support in reading and other areas of the curriculum.

Assessment

Reading is assessed through:

- **Assertive Mentoring reading criteria** (Years 1–6)
- Teachers' ongoing notes and observations
- Children's responses during reading sessions
- Termly comprehension assessments (Years 2–6)
- Half-termly phonics assessments (Year 1)
- Progress monitoring using **Arbor**

Assessments guide future planning and ensure interventions are timely and effective.



PHONICS

We teach phonics using the **Read Write Inc. (RWI)** programme, a highly structured and research-based approach that builds rapid decoding skills, accurate spelling, and early comprehension.

Early Years & Key Stage 1

- RWI begins in the **Nursery Summer Term** and continues until children have mastered phonological knowledge.
- Children are assessed regularly to ensure grouping is precise and responsive to individual needs.
- Additional daily support or 1:1 tutoring is provided for pupils who require it, ensuring no child is left behind in their early reading journey.

Key Stage 2

- Pupils new to English or still developing secure decoding skills access **RWI Fresh Start**, an age-appropriate phonics programme designed specifically for older learners.

Statutory Phonics Screening

- The **Year 1 Phonics Screening Check** is completed annually.
- Pupils who do not meet the expected standard retake the check in **Year 2**, ensuring continued support and monitoring.
- Results are reported to parents and the Local Authority as required.



RWI Progress Expectations

Nursery	
Summer Term	Begin RWI Nursery Programme
Reception	
End of Autumn 1	Read single-letter Set 1 sounds
End of Autumn Term	Read all Set 1 sounds; blend sounds into words orally
End of Spring 1	Blend sounds to read words; read short Ditty stories
End of Spring Term	Read Red Storybooks
End of Summer 1	Read Green Storybooks; read some Set 2 sounds
End of Summer Term	Read Green or Purple Storybooks
Year 1	
End of Autumn 1	Read Purple Storybooks; read some Set 2 sounds
End of Autumn Term	Read Pink Storybooks; read all Set 2 sounds
End of Spring 1	Read Orange Storybooks; read some Set 3 sounds
End of Spring Term	Read Yellow Storybooks
End of Summer 1	Read Yellow Storybooks; read all of Set 3 sounds
End of Summer Term	Read Blue Storybooks
Year 2	
End of Autumn 1	Read Blue Storybooks
End of Autumn Term	Read Blue Storybooks with increasing fluency and comprehension
End of Spring 1	Read Grey Storybooks
End of Spring Term	Read Grey Storybooks with increasing fluency and comprehension
	RWI Programme Completed
End of Summer 1	Access whole-school English curriculum
End of Summer Term	Access whole-school English curriculum



WRITING

Aims

We want pupils to:

- Understand how purpose and audience shape writing.
- Develop a wide range of strategies to communicate effectively through written language.
- Appreciate that drafting, editing, and improving writing are essential and rewarding parts of the writing process.
- Use writing to express imagination, creativity, and individuality.

Teaching & Learning

- Pupils study high-quality texts that model excellent writing.
- Teachers explicitly model the writing process, including phonics, vocabulary choices, and spelling strategies.
- Children write frequently in varied contexts, for a range of purposes, across all subjects.
- Each half-term, pupils produce at least **two extended pieces** of writing, often linked to their wider curriculum learning.
- Editing and redrafting are embedded through teacher feedback, self-evaluation, and peer assessment.
- Writing tasks are purposeful, meaningful, and often connected to real experiences or outdoor learning opportunities.
- Support for writers includes word banks, sentence stems, visual prompts, Talk for Writing approaches, writing frames, and ICT tools.
- While spelling is taught discretely, pupils practise and apply spelling skills across the curriculum.

Assessment

Teachers use the school's writing criteria (aligned with the National Curriculum) to assess:

- Writing in English books
- Writing produced across foundation subjects

The range of evidence ensures assessment is balanced, fair, and reflective of each child's abilities.



GRAMMAR, PUNCTUATION, SPELLING & HANDWRITING

- We follow the **Twinkl Spelling Programme** (Years 1–6), a well-structured and progressive scheme aligned with National Curriculum expectations.
- Children are taught spelling rules weekly, complete supporting homework, and participate in weekly spelling tests.

Grammar and Punctuation

- Grammar is taught through both discrete lessons and carefully sequenced writing cycles.
- Pupils are given regular opportunities to apply grammar skills authentically in extended writing tasks.

Handwriting

- From Reception, pupils learn **cursive handwriting**, focusing on correct formation, orientation, and exit strokes.
- By the end of Key Stage 1, pupils are expected to join letters consistently and present neat, legible work.
- Handwriting sessions continue throughout KS2 to refine fluency and presentation.



EYFS- COMMUNICATION, LANGUAGE AND LITERACY

In Nursery and Reception, children build strong foundations in communication, language, and early literacy through:

- Storytelling, rhymes, songs, and poems
- Structured and free-flow mark-making opportunities
- Water and sand writing, drawing, painting, and creative play
- Role play and small-world scenarios
- Music, circle time, and group discussions
- A rich and inviting book corner encouraging independent exploration of books

Children learn that print carries meaning, begin to form letters, and, when ready, start early reading and writing through **Read Write Inc.** phonics.

Speaking and Listening

Spoken language underpins every aspect of learning. At Greenbank, we provide a wide range of purposeful opportunities for children to develop as confident, articulate speakers and thoughtful listeners.

Aims

- To listen respectfully, evaluate ideas, and appreciate the viewpoints of others.
- To speak expressively, clearly, and confidently in front of different audiences.

Strategies and Opportunities

- Talk partners for paired discussion
- Class debates, problem-solving discussions, and collaborative activities
- Retelling stories and performing poetry
- Listening to high-quality texts read aloud
- Evaluating their own and others' contributions
- Whole-school and year-group productions every half-term
- Assemblies, presentations, and multi-school events through IPLCN

These experiences help pupils develop communication skills that will support them throughout life.



ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

We highly value the linguistic diversity of pupils who speak languages other than English at home and work hard to ensure they feel confident, supported, and celebrated.

Our provision includes:

- A welcoming, culturally inclusive environment with books and stories from across the world
- Baseline assessments for children who join mid-phase to identify strengths and areas of need
- Regular progress monitoring using **Arbor**
- Visual support, vocabulary banks, writing frames, and sentence stems
- Pre-teaching, Talk for Writing strategies, and structured vocabulary development
- Effective use of bilingual staff
- Pairing pupils with competent English speakers who share their home language
- Targeted interventions, including phonics support where required

PARENTAL AND COMMUNITY INVOLVEMENT

We believe that strong partnerships with families greatly enhance children's progress in English. We work collaboratively with parents and the wider community through:

- Encouraging parents to read with their child regularly and record comments in reading logs
- Parent workshops offering practical support for reading, writing, and phonics at home
- Weekly **Bedtime Book Bags** promoting shared reading
- Celebratory events such as World Book Day, book fairs, assemblies, and creative displays
- Home learning opportunities linked to our homework policy
- Collaboration with the **Friends of Greenbank** to strengthen home-school relationships

STAFF DEVELOPMENT

High-quality teaching is central to our success. Teachers receive ongoing support from the English team and are encouraged to stay up-to-date with new research, resources, and best practice. Training needs are identified through monitoring, evaluation, appraisal, and induction processes. These priorities are reflected in the **School Development Plan** and the **English Action Plan**. Additional adults involved in support programmes also receive relevant training.

MONITORING AND EVALUATION

The English curriculum is rigorously monitored to maintain high standards. This includes:

- Lesson observations, planning reviews, learning walks, and display audits
- Sampling of pupil work and analysis of assessments
- Regular review of data on **Arbor**

This cycle of monitoring ensures that teaching remains consistently strong and that pupils make sustained, meaningful progress.



WHOLE SCHOOL AUTHOR LIST

	Autumn	Spring	Summer
EYFS	Martin Waddell	Julia Donaldson	Eric Carle
Year 1	Jill Murphy	Oliver Jeffers	Nadia Shireen
Year 2	Floella Benjamin	Nick Butterworth	Janet and Allan Ahlberg
Year 3	Roald Dahl	Dick King Smith	Joseph Coelho
Year 4	Guy Bass	Zanib Mian	Jeff Kinney
Year 5	Onjali Rauf	Katherine Rundell	Louis Sachar
Year 6	J.K. Rowling	Maz Evans	Tony Bradman

At Greenbank Primary School to comply with the Online Safety Act 2023, we ensure the following mandatory elements are in place;

- Network Connect and Microsoft Firewall ensure we are compliant with regard to age appropriate monitoring and filtering.
- This includes alerts from Network Connect being reported, logged and kept up-to-date.
- Our link Governor for Safeguarding, E-Safety, Filtering and Monitoring and Designated Safeguarding Lead (DSL) are aware of monitoring and filtering controls, policies and compliance.
- Children are taught how to identify and report harmful content as part of our curriculum.
- Staff receive relevant and on-going training relating to safeguarding and E-Safety.

Revised and adopted by the Governing BodyDate.....Review