



Kenilworth Primary School

English Policy

Our Vision

*'High Aspirations Today, Inspiring
the Leaders of Tomorrow.'*

To be read in conjunction with:

- Curriculum Policy
- Teaching and Learning Policy
- Feedback and Marking Policy
- Handwriting Policy
- SEND Policy
- Inclusion Policy
- Equality Policy

Approved by: Governing Body	Date: October 2025
Last reviewed on: October 2025	
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Aims

Reading

At Kenilworth Primary School we believe that reading is an essential life skill and we are committed to enabling all children to become lifelong readers. It is our intent that children will read widely and often at home and school for pleasure, for information and to expand and enhance their knowledge and understanding across all subjects. They are immersed in a reading curriculum that is rich and varied. Teachers model expert reading and use quality texts for children to interrogate. Through captivating imaginations, it is our aim that our children are motivated to apply progressively advanced skills that are transferrable to the digital and global world. Our children not only learn to read, they read to learn: reading is at the heart of our curriculum.

Writing

It is our intent that children are inspired by high-quality literature and a range of stimuli, which makes readers engage with and enjoy writing. Writing for a variety of purposes and audiences, the children apply progressively more complex skills to communicate ideas fluently and with interesting detail in a range of genres. Vocabulary is also 'taught not caught' through demonstration writing and, therefore, the children will have a highly developed repertoire of words using meaning seeking strategies, which extend detail and description. Writing in our school is well-organised and structured, which includes a variety of sentence structure. All children are encouraged to ensure that their work is well-presented, punctuated accurately and spelled correctly using their knowledge of spelling patterns and rules. Throughout the writing process, our children will edit and redraft their work, responding to feedback from teachers and peers before publishing their writing for a chosen audience.

Legislation and guidance

This policy reflects the requirements and expectations set out in the:

[National Curriculum programmes of study for English](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice 2014](#)

[Equality Act 2010](#)

[Reading framework 2023](#)

[EYFS Statutory Framework 2025](#)

Inclusion

At Kenilworth Primary School, we teach English to all children, whatever their ability and individual needs. Through our whole class English teaching, we provide learning opportunities that enable all children to make good progress. We strive to meet the needs of pupils with special educational needs, those with disabilities, those that are gifted and talented, and those learning English as an additional language, and we take all reasonable steps to achieve this.

Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This ensures that our teaching is matched to the child's needs. When progress fall significantly outside the expected range, the child may have special

educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and differentiation.

Assisting children with specific needs may involve the following:

- Simplification of texts to ensure children can access them
- Visual and written materials in different formats
- Use of *Widget* and personalised word banks
- Adult support
- Learning support interventions
- Alternative communication, such as signs and symbols
- Differentiated work

ADPR

Assess, Plan, Do and Review focuses on improving rates of progression, attainment and wider outcomes for SEND identified pupils. This involves rigorous tracking of pupil's progress in identified areas and intervention when pupils fall behind. Teachers meet half-termly with the SENCo to monitor and evaluate targets, identifying and addressing barriers to children's learning. This involves termly structured conversations on educational outcomes between the teacher, SENCo, parents and the children.

Reading

Phonics

Phonics is an essential ingredient in learning to read. Children begin phonics lessons on entry to the Early Years Foundation Stage by working on the *Foundations of Phonics* in nursery. In Reception and Year 1, we use the *Little Wandle Letters and Sounds Revised* programme to deliver phonics lessons daily. For further information and detail about this programme, please see our *Phonics and Early Reading Policy*.

Early Reading

We prioritise the development of early reading by putting reading at the heart of our curriculum. Using rigorous and systematic teaching of phonics, we provide an effective transition into independent reading. Phonics is an essential tool; however, we are aware that whilst phonic knowledge enables pupils to decode words, it does not teach them to understanding meaning. We ensure that this is prioritised by providing opportunities for our pupils to sing, hear and engage with stories and rhyme, to gain an understanding of what words mean through early, verbal comprehension. These solid foundations begin in the Early Years and enable our children to develop into fluent, confident readers, who develop a love for reading.

Reading Book Scheme

For early readers, we use Collin's Big Cat books which are carefully matched to every child. These are phonetically decodable and they support the development of key words. As they progress through each phonic phase, children will become fluent readers through high-quality fiction and non-fiction banded books. Each fully decodable book is aligned to each child's *Little Wandle* journey to ensure that all pupils in EYFS and KS1 move from decoding words to reading fluently and for pleasure. Each pupil's reading journey is tracked to ensure systematic progression for each pupil.

Reading Practice Sessions (Reception – Year 1)

All children in Reception and Year 1 participate in a reading practice session three times a week. For children still working on phonics beyond Year 1, this model continues.

These:

- Are taught by a fully trained adult to small groups of approximately six children
- Use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids
- Are monitored by the class teacher, who rotates and works with each group on a regular basis.

Each reading practise session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:

- Decoding
- Prosody: teaching children to read with understanding and expression
- Comprehension: teaching children to understand the text.

In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books. In Year 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

Whole Class Reading (Years 2-6)

To be a successful reader, there are four key areas that children need to master:

- 1) **Phonics** – which gives children the ability to decode words
- 2) **Vocabulary** – which helps understanding
- 3) **Fluency** – acts as a bridge between phonics and comprehension
- 4) **Comprehension** – the understanding of what has been read

From Year 2, children are taught reading comprehension skills in a whole-class setting for reading.

“Comprehension is an outcome, not a skill to practise”
(The Reading Framework July 2023)

In line with The Reading Framework (July 2023) guidance, our Reading approach supports our children to ‘construct a mental model’ to develop their comprehension. Teachers plan a daily 30-minute reading lesson. **Teacher modelling** and fluency practice feature highly in these lesson, alongside **quality discussion** and **targeted questioning**.

Teachers teach all aspects of word reading and comprehension through high-quality fiction, non-fiction and poetry texts that increase in complexity as the children progress through Key Stage 2. These texts are mapped out to ensure progression and this ensures that children can access class novels in their entirety.

Comprehension is dependent upon reading fluency, vocabulary and background knowledge and experiences. The skills set out in the content domains below are rehearsed in Key Stage 2 reading lessons and sometimes, where beneficial, taught discreetly.

- Give/explain the meaning of words in context

- *Retrieve and record information/identify key details from fiction and non-fiction*
- *Summarise main ideas from more than one paragraph*
- *Make inferences from the text/Explain and justify inferences with evidence from the text*
- *Predict what might happen from details started and implied*
- *Identify/explain how information/narrative content is related and contributes to meaning as a whole*
- *Identify and explain how meaning is enhanced through choice of words and phrases*
- *Make comparisons within the text*

Reading lessons in Key Stage 2:

- Focus on building fluency
- Develop children's vocabulary and background knowledge
- Are text driven
- Include teaching modelling of reading skills and 'being a reader'
- Provide opportunities for children to experience 'being a reader'
- Spotlight lessons – where specific skills are focused on for a short sequence of lessons (for example, skimming and scanning).

Reading lessons in Key Stage 2 make use of a range of modes of reading:

- Teacher reading to the class
- Paired reading
- Echo reading
- Independent reading

Daily Story Time

At Kenilworth, we prioritise sharing stories with children of all ages. We aim for all pupils to experience and retain a rich diet of stories and for them to develop a wide and varied vocabulary. As such, we prioritise having a dedicated story time at the end of each day. Teachers identify and select high-quality texts to share with their classes. Teachers model reading skills and strategies to support children to foster positive attitudes to reading. These sessions allow the children's imaginations to go free and show children what they are aiming for in terms of reading in the future.

Library Visits

Children in all year groups visit our recently-renovated school library once a week. During this time, children are encouraged to recommend and share books with friends and enjoy reading quietly in a calming environment. In addition to their home reading book, children can select a library book of their choice to take home to read and share too.

Whole School Book Focus

Every term, learning at Kenilworth is centred on a whole school book focus, which incorporates elements of the curriculum alongside English. For two weeks, children are immersed in the world of that text, exploring themes, making connections across the curriculum and responding innovatively. Work produced during this time is then showcased throughout the school on our corridor displays for children, staff and visitors to celebrate and appreciate.

Writing

Writing Curriculum

At Kenilworth, we believe that every child is a writer. We are passionate about developing every child's knowledge, motivation and confidence in their writing. We have chosen HFL Education's **ESSENTIALWRITING** as the basis of our writing curriculum for years 1-6. This is an ambitious and progressive writing scheme which provides our children with opportunities and tools to write for a range of **specific purposes** and **authentic audiences**. As a result, our children feel inspired and ready to write high-quality outcomes within the classroom but also have the knowledge, strategies and confidence to choose to write in their own lives. Please see the overview for further detail.

Each year group has 13-16 teaching units, all of which use *diverse* and *high-quality* literature as good examples of writing craft and to help to motivate or inspire children to write.

ESSENTIALWRITING is fully aligned with the National Curriculum for English including writing composition, vocabulary, grammar & punctuation for each year group. Each writing unit is progressively structured and centred around the different writing purposes: to **entertain**; to **inform**; to **persuade** and to **discuss**. The writing purposes are also progressively sequenced across the school.

Follow this link to access the statutory content of the English objectives within the National Curriculum: [English programmes of study: key stages 1 and 2 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk). The information in our overview outlines our approach to the teaching of writing in each year group, which encompasses the teaching of the statutory content as outlined within the National Curriculum for writing for key stage one (Year 1 – Year 2), lower key stage two (Year 3 – 4) and upper key stage two (Year 5 – Year 6). For this academic year, **ESSENTIALWRITING** is implemented in Y1 – Y6 but builds on the foundational learning from the EYFS.

Spelling

Spelling sessions are taught daily in each year group. As a natural progression from phonics, **ESSENTIALSPELLING** focuses on the teaching of spelling so that children understand how to apply patterns, strategies and knowledge to all words. It provides links to prior knowledge and tracks back to related objectives so that teachers can give targeted support to children who are not yet able to spell words from their year group programme of study. It places emphasis on the review stage of the teaching sequence, encouraging children to consider what they might know already to help them with a new spelling rule. Exploration of spellings and word play are recorded in spelling journals. Learning in spelling is carried out using the following sequence: **Review – Teach – Practise – Apply**.

Spelling Home Learning and Assessment

Children from years one to six are tested weekly on their spelling rule. For home learning, children are provided with the spelling rule for the week, which will be taught and discussed in class. The children take home a 'Look, Say, Cover, Check' sheet to practise their spellings and they apply it by writing a sentence using each word. The knowledge of this rule will then be tested weekly on a Friday. The results of each spelling test are communicated with parents so that where necessary, misspelt words can be further practised.

Handwriting

Handwriting is a key component of writing and at Kenilworth we use *Letterjoin* to support children's development from Year 2 onwards. At the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting. We aim to make handwriting an automatic process that does not interfere with creative and mental thinking. Teachers and support staff model our handwriting policy, using neat, joined-up cursive writing for all handwriting tasks including marking and comments

Handwriting Expectations by Key Stage:

Foundation

- Sit in the correct position and hold a pencil correctly to allow fluid movement of the nib.
- Improve fine and gross motor skills by enjoying drawing pre-cursive patterns in a variety of writing materials such as modelling clay, air writing, sand trays, felt pens, pencils, IWB, iPads/tablets.
- Understand the language needed to describe pencil movements in preparation for letter formation.

Reception

- Hold a pencil in an effective manner for writing and be encouraged to correct any errors in grip or stature.
- Understand that letters are written on a base line.
- Begin to form some recognisable lowercase letters, capital letters and numerals.
- Have an understanding of writing their own name.
- Understanding different shaped letter families.

Key Stage 1

- Write legibly using upper and lower case letters with correct joins.
- Ensure that letters sit on the base line and are consistent in size with ascenders and descenders that are the correct length and formation.
- Leave the correct space between words.
- Form capital letters and use where appropriate.
- Begin to form printed letters and understand when they are to be used.
- Improve the speed of writing and begin to write automatically so promoting creativity in independent writing.

Key Stage 2

Improve quality, speed and stamina of handwriting:

- *Quality:* Ensure letters are consistently sized with equal word spacing and that ascenders and descenders are parallel and do not touch words on the lines above and below.
- *Speed:* Improve speed of handwriting to allow creative writing to take precedence over the task of handwriting and be able to take 'quick notes' at a faster pace.
- *Stamina:* Have the strength and mobility to be able to write for longer periods of time without fatigue.

Have full knowledge and ability of the different forms of handwriting for different purposes:

- Neat, joined, cursive letters for writing passages and large amounts of text, lists and letters.

- Printed or capital letters for posters, notices, headings, labelling and form filling.
- Speedy handwriting for note-taking and dictation where neatness is not important and shortcuts, such as + instead of 'and', can be used.

Speaking and Listening

Speaking and listening form the foundations of literacy development and they play an essential role in enabling children to become effective writers. All staff model Standard English in the classroom. Active speaking and listening is promoted throughout the curriculum in every classroom.

Teachers plan for opportunities to develop pupil's speaking and listening skills across all National Curriculum subject areas and they refer to the Herts for Learning *Spoken Language Progression* document to support this.

The strands of speaking and listening are as follows:

- Listening and Responding
- Questioning
- Oral Rehearsal/Presenting
- Vocabulary
- Talking with others

Working Walls

Each classroom has a working wall for English and it is used as a tool to assist in the teaching of every unit of work. Working walls guide children through each step of the unit and showcase the learning journey taken in the build-up to an independent piece of writing. During each unit of work, working walls display the following:

- Text title
- Audience
- Purpose
- Grammar and punctuation skills
- Vocabulary
- WAGOLL ('What a good one looks like' – teacher model of writing)

Working walls enable pupils to have a visual overview of the learning related to the text and serves as a visual reminder of the specific teaching points covered within a unit.

Assessment

Progress is tracked using a range of evidence, including the following:

- Teacher observations
- Evidence in writing books, reading, phonics and spelling journals
- *Little Wandle* Analysis (digital phonics tracker, updated half termly)
- Class reading tracker (updated half termly)
- Statutory tests (SATs) at the end of Key Stage 2
- NFER Reading Assessments (termly in all year groups)

Moderation

Teachers meet termly to standardise writing samples to:

- Demonstrate how pupils' work meets National Curriculum attainment targets for KS1 and KS2, to help with assessment
- Make sure staff have a consistent approach to marking pupils' work

We will refer to the exemplification materials for KS1 and KS2 from the Standards and Testing Agency (STA) to support with this.

These meetings are held across the school to ensure that data is accurate and in line with national standards. In addition, teachers attend local cluster moderations to discuss and moderate their teacher assessment of writing alongside other teachers in local Hertfordshire schools.

Feedback

In English, feedback may be in the form of a verbal or written response provided by teachers. For more detail, please refer to our Feedback and Marking Policy.