

In God's Family, learning, loving, growing to be our very best.

English Policy

1. Vision

At Tanworth-in-Arden CE Primary School & Nursery we recognise that language is the foundation of learning. Therefore, we place particular emphasis on developing pupils' vocabulary, communication and confidence as speakers, readers and writers. Through reading, writing and oracy, pupils gain the knowledge and cultural capital they need to succeed in education and flourish academically, socially and spiritually and contribute positively to society.

Guided by our Christian vision, "*In God's family, learning, loving, growing to be our very best,*" we nurture a love of books, stories and language whilst ensuring every child develops the literacy skills needed to succeed throughout their education and beyond.

We are committed to providing a rich, ambitious and inclusive English curriculum that develops enthusiastic readers, confident writers and articulate communicators.

2. Aims

We aim to ensure all pupils:

Reading

- Read fluently, accurately and with understanding.
- Develop a love of reading for pleasure and purpose.
- Access a wide range of high-quality texts, authors and genres.
- Develop strong comprehension skills.
- Acquire a broad and ambitious vocabulary.
- Use reading to support learning across the curriculum.

Writing

- Write confidently, creatively and accurately.
- Understand how writing changes according to audience and purpose.
- Develop stamina and independence as writers.
- Use ambitious vocabulary and effective grammar.
- Edit and improve their work thoughtfully.
- Take pride in the presentation of their work.

Oracy

- Speak confidently in a range of contexts.
- Listen attentively and respond respectfully.
- Discuss, explain and justify their ideas.
- Develop vocabulary through meaningful talk.
- Use spoken language to support reading and writing.

3. Early Years Foundations

Communication and Language are at the heart of learning in our Nursery and Reception classes.

Children develop speaking, listening, storytelling, early reading and early writing skills through carefully planned adult-led teaching, purposeful play and high-quality interactions. Rich texts, nursery rhymes, songs, storytelling and conversations provide strong foundations for future literacy success.

Vocabulary development is prioritised from the moment children join our school. Staff model and extend language throughout the day, ensuring children develop the communication skills necessary to access the wider curriculum and become successful readers and writers.

4. Reading

Intent

We aim to develop children who read fluently, think critically and develop a lifelong love of reading. Reading is prioritised throughout the school because we recognise that reading is the key that unlocks all areas of learning.

Implementation

Early Reading and Phonics

Children are taught through the systematic synthetic phonics programme, Phonics Bug, enabling them to develop secure decoding skills and early reading fluency. Fidelity to the programme is maintained across Nursery, Reception and Key Stage One to ensure consistency in teaching and progression.

Children receive daily phonics teaching which develops:

- Phoneme-grapheme correspondence.
- Oral blending and segmenting.
- Decoding skills.
- Recognition of common exception words.
- Reading fluency and confidence.

Children read fully decodable books carefully matched to their phonic knowledge to enable success and build confidence.

Assessment is used regularly to identify children who require additional support, ensuring timely intervention and rapid progress.

Developing Fluent Readers

As pupils progress through Key Stage 2, teaching increasingly focuses on:

- Reading fluently and independently.
- Developing reading stamina.
- Understanding increasingly complex texts.
- Building vocabulary and comprehension skills.
- Reading with expression and prosody.

Independent Reading

As pupils become fluent readers, Accelerated Reader supports independent reading and promotes reading for pleasure. We use Accelerated Reader to support independent reading and monitor progress. Accelerated Reader supports pupils in selecting suitably challenging texts, developing reading stamina and independently monitoring their understanding through regular comprehension quizzes.

Assessment information helps teachers identify pupils requiring additional support or challenge while encouraging pupils to read widely and regularly.

Reading Comprehension

Children are taught to:

- Retrieve information from texts.
- Infer meaning and justify responses.
- Predict and explain.
- Summarise key information.
- Explore authorial intent.
- Analyse language and structure.
- Discuss themes and ideas.

Teachers use high-quality texts to promote deep discussion and understanding.

Reading for Pleasure

Staff act as reading role models and actively promote a love of literature through regular book recommendations, reading aloud and discussion of favourite authors and texts. Teachers have a strong knowledge of children's literature and carefully select high-quality texts that broaden pupils' experiences and reflect diverse perspectives.

We promote a culture where reading is valued and celebrated.

Children experience:

- Daily class reading.
- High-quality class novels.
- Storytelling opportunities.
- Library access.
- Book recommendations.
- Reading celebrations and events.
- Opportunities to share and discuss books.
- Strong home-school reading partnerships.

Reading Across the Curriculum

Reading is taught and applied across all curriculum areas.

Pupils are supported to access increasingly complex texts in subjects such as science, geography, history and religious education. Teachers explicitly teach subject-specific vocabulary and support pupils in understanding how reading varies between different disciplines.

This approach enables pupils to develop both literacy and subject knowledge simultaneously.

5. Writing

Intent

We aim to develop confident writers who can communicate effectively for a range of audiences and purposes. Writing is rooted in high-quality literature and meaningful experiences, ensuring children understand the value and purpose of written communication.

Implementation

Reading into Writing

At Tanworth, Writing is taught through the Hachette Education Reading into Writing programme, which uses high-quality literature as the stimulus for vocabulary development, reading comprehension, discussion and composition.

Children learn to analyse how authors craft successful texts before applying similar techniques within their own writing. This approach enables pupils to develop a secure understanding of how vocabulary, grammar, structure and authorial choices contribute to successful writing.

Through this approach, pupils learn to:

- Analyse and discuss model texts.
- Explore ambitious vocabulary.
- Understand text structures and language features.
- Consider audience and purpose.
- Develop ideas before writing.
- Write with increasing independence and creativity.

Children are taught to think like readers and writers, exploring how authors create impact before applying these skills in their own work.

Writing Process

Our approach typically follows a sequence of:

1. Immersion in a high-quality text.
2. Vocabulary and language development.
3. Oral rehearsal and discussion.
4. Explicit teaching and teacher modelling.
5. Shared and guided writing.
6. Independent writing.
7. Editing and improving.
8. Publishing and celebrating outcomes.

Writing Across the Curriculum

Children are given opportunities to write for meaningful purposes across all areas of learning, including:

- Religious Education
- Science
- History
- Geography
- Personal Development
- Outdoor Learning
- Enrichment activities and pupil leadership opportunities

This enables pupils to apply literacy skills in authentic contexts.

6. Oracy

At Tanworth-in-Arden CE Primary School & Nursery, we recognise that spoken language is the foundation of reading, writing and learning. High-quality talk enables children to develop vocabulary, organise their thinking, articulate ideas and communicate effectively with others.

Rooted in our Christian vision, we ensure every child has regular opportunities to speak, listen, discuss, debate and present across the curriculum. We believe every pupil deserves a voice and should develop the confidence and communication skills needed to flourish.

Our Approach to Oracy

Oracy is embedded throughout teaching and learning. Children learn through talk and learn to talk.

Teachers provide structured opportunities for pupils to:

- Explore and clarify thinking through discussion.
- Rehearse language before reading and writing tasks.
- Develop and apply ambitious vocabulary.
- Explain and justify opinions.
- Ask and answer questions.
- Build upon the ideas of others respectfully.
- Present learning to an audience.
- Participate in debate and discussion.
- Listen actively and thoughtfully.

Oracy and Reading

Teachers promote oracy through structured book talk, partner discussion and opportunities to articulate responses to what has been read.

- Storytelling and retelling.
- Echo and choral reading.
- Vocabulary exploration.
- Book talk and comprehension discussions.
- Reading aloud with expression and fluency.
- Discussion of themes, characters and author intent.

These opportunities deepen understanding and strengthen comprehension.

Oracy and Writing

Oracy is an essential part of our Reading into Writing approach. Oral rehearsal forms a key part of our Reading into Writing approach, helping pupils develop ideas before committing them to paper.

Children regularly:

- Rehearse sentences aloud before writing.
- Discuss and develop ideas collaboratively.
- Retell and internalise stories.
- Participate in role play and drama.
- Generate vocabulary through discussion.
- Explain editing choices.
- Share and celebrate their writing.

This enables pupils to organise their thinking and write with greater confidence and sophistication.

Vocabulary Development

Vocabulary development is a central thread running through reading, writing and oracy.

Teachers:

- Explicitly identify and teach ambitious vocabulary.
- Model precise language.
- Explore word meaning, morphology and etymology where appropriate.
- Revisit vocabulary regularly to support retention.
- Encourage pupils to apply newly acquired vocabulary in speech and writing.
- Teach subject-specific vocabulary across the curriculum.

Repeated exposure and meaningful application help pupils transfer vocabulary into long-term memory and use language with increasing confidence and precision.

Oracy Across School Life

Pupils further develop communication skills through:

- Collective Worship
- School Council
- Worship Leadership
- Reading Buddies
- Performances and productions
- Class assemblies
- Educational visits

- Residential experiences
- Community events
- Outdoor Learning

7. Handwriting

At Tanworth, we believe fluent handwriting supports successful written communication.

We use Letter-join as our whole-school handwriting programme from Reception to Year 6, ensuring a consistent and progressive approach to letter formation, joins, fluency and presentation.

Children are taught:

- Correct letter formation.
- Appropriate pencil grip and posture.
- Consistent size and orientation.
- Joined handwriting.
- Fluency and speed.
- Pride in presentation.

Expectations for handwriting and presentation are reinforced across all curriculum areas.

8. Spelling, Grammar and Vocabulary

Spelling

Spelling is taught progressively throughout the school.

- In Nursery, Reception and Key Stage 1, spelling is developed through daily phonics teaching using Phonics Bug, enabling pupils to apply their phonetic knowledge to both reading and writing.
- From Year 2 onwards, spelling is taught through the SCODE programme, which provides a structured and progressive approach to the teaching of spelling patterns, morphology, etymology and statutory National Curriculum word lists.
- Pupils are given regular opportunities to apply spelling knowledge within independent writing across the curriculum.
- Teachers revisit and reinforce previously taught spelling patterns to support retention and long-term learning.

Grammar and Punctuation

Grammar and punctuation are taught both explicitly and within meaningful reading and writing contexts. Pupils learn how language choices affect meaning and impact upon the reader.

Vocabulary

Vocabulary development is a cornerstone of our English curriculum. Through rich texts, discussion and explicit teaching, children continually extend their language knowledge and understanding.

9. Inclusion

We believe every child can succeed as a reader, writer and communicator. All pupils access the same ambitious curriculum. Adaptations and support ensure that barriers to learning are reduced without lowering expectations.

Scaffolds, pre-teaching, targeted interventions, adapted resources and carefully planned adult support enable pupils to achieve curriculum objectives while maintaining high aspirations for all learners.

Particular consideration is given to pupils with SEND, disadvantaged pupils and those requiring additional support to access the curriculum successfully.

10. Assessment

Assessment is primarily used formatively to identify next steps, adapt teaching and ensure pupils achieve well. Teachers use ongoing assessment to identify children requiring support or challenge.

Assessment information is reviewed regularly by teachers and leaders to identify pupils requiring additional support, intervention or challenge. The effectiveness of interventions is monitored carefully to ensure pupils make strong progress and keep pace with the curriculum.

Teachers assess through:

- Daily formative assessment.
- Observation and discussion.
- Phonics assessments.
- Reading records and Accelerated Reader data.

- Independent writing outcomes.
- Pupil voice
- Termly assessments.
- Statutory assessments.

Assessment information is used to ensure all pupils make strong progress and receive appropriate support.

11. Monitoring and Evaluation

The effectiveness of English is monitored through:

- Lesson visits.
- Learning walks.
- Book scrutiny.
- Pupil voice.
- Assessment analysis.
- Subject leader monitoring.
- Governor monitoring.

Leaders evaluate both attainment and the wider impact of literacy on pupils' confidence, communication and enjoyment of learning.

12. Impact

Impact

By the end of Year 6, pupils are confident, articulate and effective communicators.

They:

- Read fluently, accurately and with understanding.
- Discuss texts thoughtfully using rich and increasingly sophisticated vocabulary.
- Draw inferences, justify opinions and evaluate texts critically.
- Read widely for pleasure and information.
- Write effectively for a range of audiences and purposes.
- Select vocabulary, grammar and structure deliberately to create impact.
- Edit and improve their work independently.
- Present work neatly and take pride in their achievements.

- Communicate confidently through spoken and written language.

They leave Tanworth equipped with the literacy, communication and vocabulary skills needed to access the secondary curriculum successfully and flourish as lifelong learners.

Through reading, writing and oracy, pupils live out our vision of learning, loving and growing to be their very best within God's family and beyond.

13 Roles and Responsibilities

The Governing Board will:

- Monitor implementation of the policy.
- Receive updates regarding standards and outcomes.

The Headteacher will:

- Ensure effective implementation.
- Provide appropriate staffing and resources.

The English Subject Leader will:

- Lead and monitor the subject.
- Support staff development.
- Analyse outcomes.
- Report to governors.

Teaching Staff will:

- Deliver high-quality English teaching.
- Assess learning effectively.
- Promote a culture of reading and writing.