Name of Policy:

English Policy

Reviewed Edition	November 2026
Next Review	November 2027
Person responsible for updating policy	English Lead

Contents

Intent....3
Implementation....3
Impact....4
English curriculum planning....4
Contribution of English to teaching in other curriculum areas....5
Teaching English to children with additional needs....5
Assessment and recording....6
Independent Writing....6
Independent Writing – Success Checkers....7
Feedback to classwork....7
Resources....9
Monitoring and review....9

Intent

At Wallace Fields Junior School, we believe in a creative and progressive English curriculum that will develop children's ability to listen, speak, read and write for a range of purposes with confidence and enjoyment. Our teachers choose and place high quality literature at the heart of learning reading and writing, which inspires, challenges and motivates pupils to learn; in turn, this establishes enjoyment and engagement in English. Writing opportunities across the curriculum allow all pupils to express themselves creatively and imaginatively. Through discussion of a variety of texts and development of comprehension skills, they become critical readers of stories, poetry, non-fiction, and media.

Our planning follows the National Curriculum for English 2014 to enable all children to:

- Be confident at speaking and listening, expressing their opinion with clarity, making formal & informal presentations and taking part in discussion
- Use discussion to learn by elaborating and explaining their ideas and questioning those of others across all subjects
- Become confident, independent readers with a developed habit of reading for pleasure and for information through exposure to a wide range of quality texts across the curriculum
- Be ambitious in their choice of vocabulary, understanding what is meant by 'tier' words and increase their confidence in using tier 2 and 3 words accurately
- enable children to write with accuracy and meaning, adapting language and style for a range of audiences and purposes
- Spell independently using a variety of strategies to edit their own work independently

These aims are embedded across our English lessons and all other areas of the curriculum. They develop their knowledge through a clear pathway of progression. Accurate assessment ensures support is targeted. Opportunities for children to showcase their skills are provided and outcomes are evidenced across the curriculum with high quality written work in all books and on displays.

Implementation

At Wallace Fields Junior School we use a variety of teaching and learning styles in English lessons. Our principal aim is to develop children's knowledge, skills, and understanding in English. We do this through daily English lessons and additional handwriting, spelling and guided comprehension lessons.

Reading for pleasure is evidenced throughout the school. Within each class, there is a well-stocked bookshelf and displays to encourage the reading of different books. Teachers make opportunities for 'book' talk where children and teachers can recommend books to each other, this specifically happens through our 'book of the month' input and fortnightly library sessions but can also happen throughout all areas of the curriculum. Some upper school children become reading buddies who listen to, and encourage our younger readers. Our extensive school library is kept stocked with new titles by our school librarian; poetry, fiction and non-fiction. Each class has a lesson in the library once a fortnight and we have a library club and Book Club to encourage reading for pleasure. Reading comprehension skills are taught within a whole class lesson once a week using quality texts. Inference skills are a focus in English lessons through longer shared texts and intervention is provided for those who need additional support. Reading is rewarded and celebrated throughout the school and through a variety of competitions like readathons. Reading is also celebrated annually with World Book Day including a themed book week with author visits and organised book sales. Reading diaries are used to monitor reading.

When planning English lessons, teachers often make links to other areas of the curriculum or to current events to provide a context for learning and writing; quality texts are also used as a model to share. Teaching units focus on fiction, non-fiction and poetry, in line with the 2014 National Curriculum with comprehension and grammar embedded into lessons. Lesson sequences build

progressively with teachers seen as writers, modelling the process; this culminates in an extended piece of writing which can be edited, improved and published.

Children may use Chrome books in English lessons and use multimedia to study how words and images are combined to convey meaning. Children are encouraged to use and apply their learning of the English language in other areas of the curriculum. Writing is celebrated through awards and displays in all areas of the school.

Assessment for Learning is embedded into the English curriculum through use of success checkers which enables children, with support from the teachers, to review their achievements in their work and identify areas to develop. This allows a personalised approach to improving their written work. Support is targeted through quality additional intervention and support within the lesson from the teacher or teaching assistants.

Quality and ambitious vocabulary is explicitly taught and encouraged through our whole school use of Word Collector interactive displays, which are built around a purpose, context or audience for the children's use.

Spelling is taught through a weekly spelling lesson and embedded into English lessons. The school uses Spelling Shed to support continuous practice at school and home. Children are encouraged to be independent by using strategies taught, dictionaries and spellcheckers. Those who are still learning decoding have intervention through phonics and reading decodable books.

Impact

Due to the creativity of our English curriculum and our celebration of reading for pleasure, we have a community of enthusiastic readers and writers who love to talk about their work and share ideas within the class. Outcomes of work, in all curriculum books, evidences the high quality of cross-curricular writing opportunities given, which enable children to write across a range of forms and adapt their writing successfully, considering the context and purpose for writing.

By the end of KS2, children are competent readers who can recommend and take part in discussions about books; can independently research all curriculum subjects, communicating their knowledge to a wider audience in a variety of forms and use specific and high-level, tier 2 and tier 3 vocabulary, more accurately – ensuring their readiness for KS3. They are able to reflect on their writing then edit and improve their work.

Attainment at the end of KS2 is consistently above the National average and places Wallace Fields Junior School as one of the top achieving schools in Surrey.

English curriculum planning

English is a core subject in the National Curriculum. We use the New Curriculum (2014) as a guide to planning a well-balanced programme of study for English.

We carry out the curriculum planning in English in two ways (progression mapping and year group short-term planning). The National Curriculum forms a basis of our progression map and is split between lower key stage 2 (LKS2) and upper key stage 2 (UKS2), identifying the key objectives in English from the National Primary Curriculum that we teach to each year.

Teachers complete a weekly (short-term) plan for the teaching of English. This lists the specific learning questions for each lesson and gives details of the activities being carried out. It also includes details of what each group of children will be learning and where support or challenge will be utilised.

Contribution of English to teaching in other curriculum areas

The skills that children develop in English are linked to and applied in every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work in school.

Mathematics
English contributes significantly to the teaching of mathematics in our school. Children are encouraged to read and interpret problems in order to identify the mathematics involved. They explain and present their work to others during plenary sessions and they communicate mathematically through reasoning questions and the developing use of precise mathematical language.

Science
Children are encouraged to think, talk and write as scientists, using topic specific, tier 3 vocabulary to demonstrate their developing understanding and skills. They are encouraged to demonstrate these distinct areas through a variety of ways, through dialogue, scientific diagrams and cohesive, well-constructed conclusions.

Computing
The use of computing skills enables children to use and apply their developing skills in English in a variety of ways. Children use computers as a source of information and as a way of enabling them to present their completed work effectively, for example children use chrome books to access the Internet when searching for information about a different part of the world, historical event or when using desktop publishing to present a piece of work. Children use the planning and proofing tools in a word processor when checking their draft work. We encourage all children to use computers as a resource for learning, whenever it is appropriate.

Life Lessons (was known as PSHE)
English contributes to the teaching of a child's personal, social and health education by encouraging them to take part in class and group discussions on personal and topical issues. Children will talk about things regarding their health, their bodies and about rules for keeping themselves safe both online and in and around the school. Children discuss lifestyle choices and meet and talk with many visitors who work both in and out of the school community. Planned activities within the classroom encourage children to work together and respect each other's views.
The teaching of English develops skills through which our children can give critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and texts from other cultures. The organisation of lessons allows children to work together and gives them the chance to discuss their ideas and results.

Teaching English to children with additional needs

At Wallace Fields Junior School, we teach English to all children, whatever their ability. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties. Work in English takes into account the targets set for any individual children to ensure that they catch up and keep up. Teachers provide help with communication and literacy through:

- Using texts that children can read and understand
- Using visual and written materials in different formats to scaffold, support and extend as required
- Precise reading intervention identification to ensure targeted support
- Intervention programmes where needed such as Little Wandle Letters and Sounds 'Rapid Catch-up' phonics programme

Assessment and recording

Teachers assess children's work in English in three ways. The continuous short-term assessments that teachers make as part of every lesson (assessment for learning) help teachers to adjust their daily plans. Teachers match these short-term assessments closely to the learning questions. Teachers assess pupil progress in writing continually through each term. The progress is tracked in Sonar (our online assessment tool). In reading, progress is assessed termly with a written comprehension, through an NFeR reading assessment and throughout the term with oral responses or writing. Spelling, punctuation and grammar is also assessed termly with a short test in all year groups. Children undertake a statutory written reading and spelling, punctuation and grammar assessment at the end of Year 6. With the help of these assessments, teachers are able to set targets for the next school year and summarise the progress of each child. Any subsequent teachers can then use these long-term assessments as the basis for ensuring intervention or specific targets are integrated into any planned work for the new school year.

Teachers meet termly for writing moderation to review individual examples of work in order to build up levels of confidence and consistency in assessment of writing. Meetings are also held with other year groups and in a local schools cluster to validate judgements.

Independent Writing

Children are assessed regularly through independent writing tasks in their English lessons. As per guidance from Government publications, we assess independent writing by ensuring:

Writing is likely to be independent if it:

- emerges from a text, topic, visit or curriculum experience in which pupils have had opportunities to discuss and rehearse what is to be written about
- enables pupils to use their own ideas and provides them with an element of choice – for example, writing from the perspective of a character they have chosen themselves
- has been edited, if required, by the pupil without the support of the teacher, although this may be in response to self, peer or group evaluation
- is produced by pupils who have, if required, sought out classroom resources, such as a dictionary or thesaurus, without being prompted to do so by the teacher

Writing is not independent if it has been:

- modelled or heavily scaffolded – as part of external moderation, local authority moderators can discuss where they find modelled or scaffolded writing, and they may ask for further examples of a pupil's work to support the standard and judgement
- copied or paraphrased, including producing work that demonstrates an over-reliance on a model text
- edited or re-written because of direct intervention by a teacher or other adult – for example, when the pupil has been directed to change specific words for greater impact, where incorrect or omitted punctuation has been indicated, or when incorrectly spelt words have been identified by an adult for the pupil to correct
- produced with the support of electronic aids that automatically provide correct spelling, synonyms, punctuation or predictive text – if the electronic aid is turned off, such as spell check and grammar in a word programme, this would be considered independent

- produced, either in full or in part, using large language models or other forms of artificial intelligence – use of these could result in the school being investigated for maladministration
- supported by detailed success criteria that specifically direct pupils what to include, or where to include it, in their writing – for example, directing them to include specific vocabulary, grammatical features or punctuation

Sourced from: Key stage 2 teacher assessment guidance 2025

Independent Writing – Success Checkers

Across all year groups, when children complete an independent piece of writing, they will receive a success checker. This is for child use which they can refer to during editing lessons, self-checking they have included all the successful components for their writing.

Once children have finished their independent piece, staff will assess the writing. When doing this, staff will give positive feedback by ticking or underlining (in pink) the successful areas of writing. Staff should reward children with house points, dojos, stickers and/ or positive comments to recognise the effort put into their writing. Staff will then refer to the end of year strands (which are placed in the back of children's books) and tick the criteria that children have achieved – this will help to support the teacher with their judgement as to whether a child is working towards age related expectations, at age related expected or above – working at a greater depth level.

The end of year strands that children have not yet shown are their targets for future writing. Teaching staff are to choose one end of year strand as the child's target in their next piece of writing. This will be written in green or typed in green and printed and stuck underneath the child's success checker. Children in Years 3, 4 and 5, complete an independent writing tasks every half term, totalling 6 independent pieces across the year. Each independent task should have a success checker and a target. In Year 6, children complete more independent tasks throughout the year but teaching staff will choose at least 6 pieces to evidence the end of year learning strands (see Year 6 expectations) and give specific targets to.

Example of success checker:

Success Checker	Child – Self Mark
I can use the correct punctuation.	
I can use conjunctions.	
I can use a range of vocabulary.	
I can describe the setting and characters.	
I can use expanded noun phrases.	
Teacher Target:	

Feedback to classwork

All children receive positive feedback, with writing being highlighted, ticked or underlined in pink, to celebrate what the children have done well in their written tasks (whether this is independent or not independent). Throughout Years 3, 4 and 5, staff provide regular, formal written feedback for all children using the marking codes (see below). This is throughout the build-up of a unit to support the children's learning prior to an independent writing task.

In Year 6, all children receive positive feedback, with writing being highlighted, ticked or underlined in pink, to celebrate what the children have done well in their written tasks in line with other year groups in the school. Year 6 improvement feedback differs throughout the year due to an increase in independent writing.

Autumn Term:
Staff provide regular, formal written feedback for all children using the marking codes in line with Years 3, 4 and 5. Children are given clear, targeted next steps to support their writing development and progress and the marking codes are used to support children with improvement points. Any work with formal written feedback on it will not be counted as independent writing.

Spring/ Summer Term:
Throughout the Spring term, all children are encouraged to take greater ownership and independence in their writing. There will be a series of input lessons to build writing skills where feedback is given to develop the children as writers. The series of lessons will finish with a final written task which will be totally independent – there will be more of these in Year 6 compared to other year groups. Positive feedback, still shown in pink, continues to highlight their strengths. To support improvement after an independent piece, each child receives a personalised writing target from their teacher under their success checker. This target is presented in green and is designed to guide and inform their next piece of writing without interfering on already independent work.

Feedback will be given following the Feedback and Presentation policy:

When marking English work, there are the agree colours, codes and what they indicate:

Green: Use by teachers and HLTAs taking a lesson to indicate 'green to grow' and must haves/errors.

Pink: Use by teachers and HLTAs taking lessons to indicate 'tickled pink' with good work, to note exceptional effort and to reward with house points and positive comments.

Blue: Used by support staff and TAs to indicate any support given in order to inform the teacher about the level of support given with a particular piece of work.

Purple Pen: Used by pupils to self-assess and reflect – known as the 'purple pens of power'.

Agreed marks to prompt secretarial skills:

✓ A tick (usually in pink) will indicate the task is correct. Underline in pink to show good examples of where the learning question/ end of year strand in writing has been met.

A dot (usually green) is often used to indicate the task or answer is incorrect and a green comment can be added to prompt an improvement on a chosen issue. Dependent on the success checker.

sp. in the margin indicates a spelling error on that line. Words may be underlined if there are several on that one line.

p. in the margin indicates the incorrect punctuation on that line.

! in the margin indicates incorrect sentence structure.

MH in the margin signals the need to review MUST HAVES for given year group.

Additional Upper School guidance:

gr or g in the margin indicates a grammar error on that line

t. in the margin indicates the incorrect tense or a mix of tenses on that line

// in the margin indicates new paragraph needed

^ in the margin indicates that a word or words are missing

* indicates that this part needs editing

Resources

There are a range of resources to support the teaching of English across the school including a range of modern texts and multimedia equipment (Mimio boards, visualisers and chrome books). All classrooms have dictionaries, thesauruses and a wide collection of fiction and non-fiction texts, which can all be subsidised through our well-stocked library. Children have access to the Internet through their classroom chrome books and are encouraged to consider the reliability of any information gathered by checking the sources and validating anything that they find.

Monitoring and review

Monitoring of the standards of the children's work and of the quality of teaching in English is the responsibility of the English leader. The work of the subject leader/s also involves supporting colleagues in the teaching of English, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leader gives the Headteacher an annual summary report in which the strengths and weaknesses in the subject are evaluated, and indicates areas for further improvement. The leader has specially-allocated regular management time in order to enable samples of the children's work to be reviewed and to undertake lesson observations of English teaching across the school.