

English Policy – Greenlands Community Primary School

This policy reflects the **Lancashire Writing Model** and Greenlands Community Primary School's commitment to high-quality teaching of reading, writing, speaking and listening.

Intent Statement

At Greenlands Community Primary School, we aim to foster a **vibrant, text-rich learning environment** that sparks creativity and imagination in all children. We strive to cultivate **passionate readers**, instilling a love of literature while empowering pupils to read fluently and broadly.

We are equally committed to developing **confident, skilled writers**, capable of adapting their language and style to suit different purposes and audiences. Pupils are encouraged to **reflect on their work**, revising, editing and refining their own writing as well as giving constructive feedback to peers.

Central to our approach is the **development of a rich vocabulary**. We believe that a strong vocabulary is essential for comprehension, communication and creative expression. Pupils are immersed in a wide range of words and language structures, equipping them to decode unfamiliar terms and use them confidently in both spoken and written contexts.

Aims

The English curriculum at Greenlands is designed to:

- Develop strong literacy skills and the ability to apply them across all areas of learning.
- Enable pupils to read fluently, comprehend and evaluate texts and respond thoughtfully.
- Encourage effective writing for a range of purposes and audiences, with careful attention to vocabulary, sentence structure, punctuation and spelling.
- Develop speaking and listening skills alongside reading and writing, allowing pupils to articulate ideas, engage in discussion and listen critically.
- Provide a **progressive curriculum** with appropriate challenge for all learners, including pupils with SEND or EAL.

Curriculum Planning

Units of work are carefully sequenced to build skills progressively across each year group. Writing tasks are linked to **high-quality texts** and meaningful purposes and cross-curricular opportunities enable pupils to apply literacy skills across subjects. Teachers use **progression documents** and **Key Learning in Reading and Writing (KLIPs)** to ensure skills are developed systematically and consistently.

Writing

Writing is taught using a structured approach that moves from **reading to composition**. Pupils engage with high-quality model texts to inspire and inform their own writing, analysing language, structure and stylistic features.

Teachers model the writing process, demonstrating how to make **purposeful choices in vocabulary, sentence structure and organisation** using the PALS triangle. Pupils plan and draft their own work, receiving guidance and feedback throughout. **Shared writing** provides scaffolded support before independent composition. Lessons conclude with **editing and publishing**, where pupils refine their work and produce polished pieces with attention to accuracy, clarity, and style.

Reading

Reading is central to the English curriculum and is taught both through **guided reading sessions** and throughout English units during the reading phase. Pupils engage with a wide range of texts, including fiction, non-fiction, and poetry, to develop **comprehension, inference and critical evaluation skills**.

Reading is used to **model vocabulary, structure and language choices**, supporting pupils' writing. Pupils are encouraged to discuss texts, make connections between ideas and authors and reflect on meaning, ensuring reading skills are applied **in context and across English lessons**.

Grammar, Punctuation, Spelling and Handwriting

Technical accuracy is taught alongside composition, enabling pupils to focus on expressive writing once foundational skills are secure. Grammar and punctuation are introduced **in context**, integrated into reading and writing tasks rather than taught in isolation.

We use the **Spelling Shed programme** to teach connections between sound families and spelling rules. Pupils explore phonological patterns before consolidating learning and allowing them to apply spelling skills across the curriculum.

Handwriting is taught using the **Letterjoin scheme**, developing **legibility, fluency and presentation**, and pupils are expected to apply these skills consistently in all written work.

In **Reception and Year One**, pupils are taught letter formation alongside phonics instruction. They practise **handwriting patterns**, learning a short rhyme with each letter to help internalise its shape and formation. In Reception, children begin forming **cursive letters with a lead-in only**. In Year One, this progresses to letters with **both lead-in and lead-out strokes**. By Year Two, pupils are taught to **join their letters**, and this skill is practised and reinforced consistently throughout the rest of the primary phase.

Speaking and Listening

Speaking and listening are embedded throughout the English curriculum. Pupils are provided with opportunities to:

- Articulate ideas clearly.

- Participate in discussions and debates.
- Listen attentively to others.

Oral rehearsal of language is encouraged prior to writing, helping pupils structure sentences and expand vocabulary. Drama, debate and group discussion are used to build confidence, comprehension and writing skills.

Phonics

At Greenlands, phonics is taught **daily** to all Reception and Key Stage One pupils, following the **Red Rose Letters and Sounds programme**. Lessons are **direct, focused and progressive**, enabling pupils to read and spell confidently.

Phonics Overview:

- Pupils learn to **recognise sounds**, identify combinations of letters (e.g., 'sh', 'th', 'oo'), and **blend sounds to read words accurately**.
- For spelling, pupils learn to **segment words**, breaking them into individual sounds to write correctly.

Progression through Phases:

- **Reception:** Secure in Phase Three.
- **Year One:** Secure in Phase Five.
- **End of Key Stage One:** Secure in Phase Six, focusing on word-specific spelling patterns.

Teaching and Assessment:

- Pupils are grouped by **phonic phase** for focused instruction.
- Teachers assess progress continuously using the **Phonics Tracker** to identify gaps and plan interventions.
- Year 1 pupils sit the **Phonics Screening Check** in the Summer Term.

Phases Overview:

- **Phase One:** Listening and speaking, sound discrimination.
- **Phase Two:** Individual letters and blending.
 - Letters: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss
 - Tricky Words: the, to, l, no, go
- **Phase Three:** Digraphs/trigraphs, letter names, tricky words.
 - Sounds: j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er
 - Tricky Words: he, she, we, me, be, was, my, you, they, her, all, are
- **Phase Four:** Adjacent consonants, consolidation.

- Tricky Words: said, so, have, like, some, come, were, there, little, one, do, when, out, what
- **Phase Five:** Alternative spellings, complex reading and writing.
 - Sounds: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a_e, i_e, u_e, o_e
 - Tricky Words: oh, their, people, Mr, Mrs, looked, called, asked
- **Phase Six:** Fluency, word-specific spelling, independent application.

Assessment

Assessment is ongoing and integral to teaching and learning.

- **Writing:** Assessed during guided tasks and independent compositions. Teachers use **KLIPs** to track progress.
- **Reading:** Assessed through Reading KLIPs and **termly NFER assessments** in Years 3–6. Teachers record skills taught and achieved for each pupil.
- **Phonics:** Monitored using the Phonics Tracker; interventions address specific gaps. The Phonics Screening Check is completed in the Summer Term.

Assessment focuses on **purpose, audience, organisation, vocabulary, grammar, punctuation, transcription, fluency, comprehension and engagement**. Pupils receive regular, constructive feedback with clear targets for ongoing development.

Inclusion

The English curriculum is designed to be accessible to all pupils. Those with **SEND or EAL** receive additional support, scaffolding and resources to ensure full participation. Differentiated tasks, small group interventions and adult support allow all pupils to achieve their potential, maintaining **high expectations** while promoting progress and confidence.

Classroom Environment

Each classroom has a **dedicated English working wall** that reflects pupils' learning. The display is updated regularly to match current teaching and learning and includes resources to help pupils work independently.

Each class also has a **reading area or small library**, designed to be inviting and engaging. Pupils are encouraged to explore texts, discover new authors, share recommendations and take an active role in maintaining the space, fostering **ownership and a love of reading**.

Monitoring and Review

The quality of English teaching and learning is monitored through:

- Lesson observations
- Work scrutiny

- Pupil progress meetings
- Moderation

The **English Lead** ensures consistency and supports staff development through training and collaborative planning. This policy is **reviewed annually** to reflect best practice, curriculum guidance and the needs of pupils at Greenlands Community Primary School.