

Chalk Ridge Primary School

English Policy



Last reviewed May 2025. Next review May 2027

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*This is a school policy written in consultation with
HIAS, Early Reading Lead, Reading Lead and Writing Lead.*

English Policy

Our Vision, Values and Ethos

At the heart of our school community is a commitment to creating a nurturing and inclusive environment where every individual is valued, supported, and celebrated. We are dedicated to providing the highest quality education for all children, fostering a love of lifelong learning and encouraging reflective growth and success.

Our aim is to inspire every child to reach their full potential by developing essential knowledge and skills. Through a culture of encouragement, high expectations, and mutual respect, children are empowered to grow with confidence and curiosity, supported by both their peers and the adults who work with them.

Our school vision is underpinned by five core values: **aspiration, inclusion, respect, resilience, and independence.**

Our teaching and learning principles:

- Every child can succeed: We are committed to providing an inclusive education within a culture of high expectations and aspiration, ensuring that every pupil is supported and challenged to achieve their best.
- Build on prior knowledge: Teaching is carefully structured and paced to build on what learners already know. Pupils are helped to understand what they are learning, why it matters, and are encouraged to make choices about how they approach their learning.
- Bring learning to life: We make learning vivid, meaningful, and memorable through enquiry-based learning, creativity, digital tools, and collaborative problem-solving.
- Engage through enjoyment and practicality: We create stimulating, hands-on learning experiences by using a range of teaching strategies tailored to different learning styles and needs.
- Foster resilience and independence: Across the curriculum, we actively develop pupils' learning skills, including independence, perseverance, and the confidence to take risks and learn from mistakes.

Our Intent

At Chalk Ridge Primary School, we believe that reading, writing and spoken language are key in enabling pupils to realise their full potential in allowing them to participate in wider society. We have created an environment that instils a love of reading so that pupils are able to fully engage with our text rich curriculum. By using inspiring recognised texts to drive our English curriculum, pupils can build their cultural capital and be motivated to develop their reading and writing skills. All of our staff are committed towards creating and maintaining an environment of high expectations, where all pupils are able to make progress. We understand and prioritise fluency and accuracy in transcription, reading and oracy. At Chalk Ridge Primary, we believe that English should be an enjoyable subject that opens the door to new knowledge and experiences.

Implementation

Reading

In Early Years and Key Stage 1, reading is taught using the *Little Wandle Letters and Sounds Revised* phonics programme. This provides a consistent, systematic approach to developing early reading skills.

In Key Stage 2, reading is taught through whole-class guided reading sessions that focus on vocabulary, comprehension, prosody and fluency. Additional targeted support is provided through carefully selected reading interventions to ensure all pupils continue to make progress.

Reading at Chalk Ridge:

Early Years Foundation Stage

- Daily phonics sessions.
- Reading practice sessions take place 3x week.
- Regular one-to-one reading for the lowest 20% of readers.
- Each week's learning is underpinned by a high-quality text.
- Regular one-to-one reading and small group work with an adult.
- Reading is regularly modelled by an adult, with lots of book talk.
- Weekly visits to our school library.
- Daily story time.
- A book corner.
- A rich book environment linked to the different areas of learning set up in the classroom.

KS1

- Daily phonics sessions in Year 1 and catch-up phonics sessions in Year 2, where appropriate.
- For reading practice, Year 1 and 2 follow the Little Wandle reading practice model.
- Regular one-to-one reading and small group work with an adult.
- Regular one-to-one reading for the lowest 20% of readers.
- Daily reading of a high-quality text for pleasure (story time).
- Reading records are checked weekly to ensure children are reading at least 5x a week at home.
- Reading is regularly modelled by an adult, with lots of book talk.
- Weekly visits to our school library.

KS2

- Reading is taught through a daily, whole class guided reading session. These sessions focus on reading comprehension strategies, developing oral reading fluency and vocabulary knowledge.

- Guided sessions also take place during the 'stimulate and generate' phase of our writing learning journeys.
- Regular one-to-one reading for the lowest 20% of readers.
- Daily reading of a high-quality text for pleasure (story time).
- Reading records are checked weekly to ensure children are reading at least 5x a week at home.
- Reading is regularly modelled by an adult, with lots of book talk.
- Weekly visits to our school library.
- Children will be given the opportunity to read a wide range of text types through the foundation subjects.

Writing

Our writing curriculum uses carefully selected, high-quality texts as the central driver for each unit of work. Texts are selected for their richness in language, structure and theme, encouraging creative and critical engagement.

The Three-Phase Learning Journey:

1. Stimulate and Generate
 - Introduce the text and hook learners with engaging activities.
 - Focus on oracy skills.
 - Develop background knowledge, vocabulary and purpose.
2. Capture, Sift, and Sort
 - Explicit teaching of writing skills, including sentence construction, grammar, punctuation, and spelling.
 - Explore and deconstruct model texts.
 - Plan and rehearse writing through short bursts and modelling.
3. Create, Refine, Evaluate
 - Draft, edit and publish extended writing pieces.
 - Encourage self-assessment and peer evaluation.
 - Celebrate polished, high-quality writing outcomes.

Writing is a vital skill, which empowers pupils to communicate ideas, express themselves creatively and think critically. We aim to instil a love for writing in all pupils and develop fluent, confident writers across all key stages. Progression in writing is planned and sequenced from EYFS to Key Stage 2 with a clear focus on composition, transcription, grammar and vocabulary. In each phase, writing is taught daily through carefully planned teaching sequences that are meaningful and purposeful for learners and it is embedded across the curriculum to provide opportunities for all children to apply and develop their writing skills in context.

EYFS

- Writing is supported through adult-led and child-initiated activities.
- Emphasis is placed on developing fine motor skills, pencil control and mark-making as foundations for writing.
- Daily phonics supports children in segmenting and spelling simple words.
- Pupils are taught to form letters accurately as they are introduced within Little Wandle.
- Oral storytelling, sentence building and vocabulary development underpins composition.
- Children are introduced to basic punctuation such as capital letters and full stops.
- Writing tasks are purposeful and embedded across areas of provision.

KS1

- Pupils build on foundational writing skills with structured teaching of transcription and composition.
- Pupils write simple narratives with correct sentence punctuation including full stops, capital letters and question marks.

- Grammar and vocabulary development is promoted through modelled and shared writing.
- Spelling is primarily phonics-based taught through the Little Wandle programme, with attention given to common exception words and high frequency words.
- Pupils begin to consider audience and purpose in their writing.
- Drafting and editing are introduced, encouraging pupils to improve their work.
- Handwriting practise takes place 2x a week and spelling practice takes place 3x a week.
- Opportunities to write for a variety of different purposes across the curriculum.

KS2

- Writing tasks become more varied and sophisticated, including narrative, persuasive, explanatory and descriptive texts.
- Pupils are expected to organise their ideas coherently using paragraphs and cohesive devices.
- Teaching focuses on structure and language features of writing across a range of genres and audiences.
- Grammar, punctuation and spelling are taught explicitly and applied in independent writing.
- Pupils are taught to plan, draft, evaluate and edit their writing.
- Vocabulary development is prioritised through the study of high-quality texts and focused teaching.
- Extended writing opportunities across the curriculum build writing stamina and independence.

Handwriting

We follow a consistent and progressive approach to the development of handwriting across the school. Here at Chalk Ridge, letter formation aligns with our phonics programme, Little Wandle in KS1 and we use the Letter-Join handwriting programme to continue developing handwriting practice in KS2. See our handwriting policy for further information about the progression of handwriting skills and how this is taught.

Spelling

In EYFS and Year 1, spelling is closely linked and supported through the Little Wandle phonics programme. In Year 2, spelling is taught through the Little Wandle spelling programme, enabling pupils to spell regular words and phonemes accurately. Pupils also learn to spell high frequency and common exception words.

In KS2, spelling is taught following the Spelling Shed programme. This focuses on teaching spelling rules and patterns, orthographic mapping, as well as the morphology and etymology of words. Spelling is supplemented by daily writing opportunities in which spelling is applied in context. Regular assessment and revisiting of previous learning ensure retention and progression. Targeted support is provided for pupils who require additional intervention with spelling. All pupils are encouraged to use phonics in order to support their spelling, regardless of age.

In order to support spelling development, pupils are tested on their spellings weekly. At the start of each academic year, pupils will be provided a home spelling book, where they will be able to take their weekly spellings home to practise as well as log in details to access Spelling Shed online.

Children are encouraged to become independent in their spelling and are taught how to use dictionaries, word banks and thesauruses to do this.

Spoken Language

Spoken language is a core component of the writing curriculum and critically supports the development of pupils' ideas, vocabulary and sentence structure. Pupils are given structured opportunities to speak, listen, rehearse, debate, retell and perform. Strategies such as oral

rehearsal, role-play and drama are essential features of our teaching practice, enabling pupils to build narrative structures and internalise language pattern. We teach the spoken language requirements of the National Curriculum across a range of learning contexts. Vocabulary enrichment is a key element in writing, and pupils are consistently supported to learn and use ambitious vocabulary orally before applying it in writing. Teachers use high-quality questioning, dialogic teaching and modelling to scaffold pupils' language development. Confident and articulate spoken communication is actively taught and reinforced to support pupils in all areas of writing and in all subjects across the Chalk Ridge curriculum.

Impact

- All pupils at Chalk Ridge make progress from their individual starting point; including SEND, EAL and disadvantaged pupils.
- All teachers provide high quality, inclusive teaching in English.
- Children develop a broad cultural capital alongside a love of reading and writing. They will have a deeper understanding of the world around them and appreciate how these two skills can enhance that.
- When children leave Chalk Ridge they have the relevant English skills that enable them to succeed at secondary school.

Special Educational Needs (See SEND policy)

All English lessons are inclusive and adapted where necessary. At Chalk Ridge Primary School, we adopt a 'higher quality teaching and learning' approach, the key characteristics of which are:

- highly focused teaching with clear objectives and outcomes
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils.

Various interventions operate when appropriate and advice from the Inclusion Lead is sought when necessary. Personal learning plans identify which children require specific intervention programmes and how much support is in place.

Role of the Subject Leaders

The subject leaders are responsible for:

- Raising standards of English and literacy across the school.
- Monitoring, observing and reviewing planning, teaching and learning.
- Identify and monitor pupils who are not making expected levels of progress and work with class teachers to plan next steps.
- Keeping up to date through Core Provision sessions and updating staff.
- Leading and developing English provision in school.
- Providing guidance and support to staff.
- Liaise with School Library Service to order and supply books.
- Leading INSET and staff meetings/training for staff in all areas of English and Literacy teaching.
- Regularly report to governors.