



Elmgrove Primary School and Nursery **English Policy**

July 2026
Next review July 2028

As a Rights Respecting School, Elmgrove Primary School and Nursery is committed to upholding the principles of the United Nations Convention on the Rights of the Child (UNCRC). The teaching of English plays a vital role in enabling children to communicate confidently, access education, express their opinions and develop a lifelong love of language and literature.

The following articles underpin this policy:

Article 2 – Non-discrimination

Every child has the right to access a high-quality English curriculum regardless of race, language, religion, gender, ability, disability or background.

Article 3 – Best Interests of the Child

The best interests of every child are at the heart of all decisions relating to the teaching and learning of English. We provide an inclusive curriculum that enables all pupils to achieve their potential.

Article 12 – Respect for the Views of the Child

Children are encouraged to express their opinions, discuss ideas, ask questions and participate confidently in classroom discussions, recognising that every voice is valued.

Article 13 – Freedom of Expression

Children have the right to seek, receive and share information and ideas through speaking, listening, reading and writing in a variety of contexts.

Article 23 – Children with Disabilities

Children with additional needs are entitled to appropriate support, adaptive teaching and reasonable adjustments to ensure they can fully participate in all aspects of the English curriculum.

Article 28 – Right to Education

Every child has the right to a high-quality education. Through excellent teaching of English, we provide pupils with the knowledge and skills they need to become successful learners and active citizens.

Article 29 – Goals of Education

Education should develop every child's personality, talents and abilities to their fullest potential. Our English curriculum promotes creativity, curiosity, critical thinking, resilience and respect for different cultures, languages and viewpoints.

Introduction

English is at the heart of learning and provides pupils with the essential skills required to access the wider curriculum and participate successfully in society. At Elmgrove Primary School and Nursery, we believe that language underpins thinking, communication and learning. High-quality teaching of reading, writing, speaking, listening, handwriting and spelling enables children to become confident communicators, reflective learners and enthusiastic readers and writers.

As a diverse and multicultural school, we celebrate the many languages and cultures represented within our community. We recognise multilingualism as a strength and seek to build upon pupils' existing language experiences whilst developing their proficiency in Standard English.

The English curriculum follows the requirements of the National Curriculum (2014) and is carefully sequenced to ensure progression in knowledge, skills and understanding from the Early Years Foundation Stage through to Year 6. Teaching is underpinned by high-quality literature, purposeful opportunities for communication and a consistent approach to language development across the curriculum.

Aims

At Elmgrove Primary School, we recognise that English is a core subject within the National Curriculum and a central component of teaching and learning. As a diverse, multicultural school, we are committed to developing pupils' ability to use language effectively to think critically, explore ideas, organise their understanding, and communicate meaning across a wide range of contexts. We value and celebrate the rich linguistic and cultural backgrounds of our pupils, recognising these as strengths that enhance language development and learning.

Through the teaching of English, we aim:

- To enable pupils to develop secure literacy skills that provide access to the full breadth of the curriculum.
- To support pupils in acquiring the language skills necessary to express themselves clearly, accurately and appropriately in a range of contexts.
- To enable pupils to read fluently, accurately and with secure comprehension.
- To foster a love of reading by exposing pupils to a wide range of high-quality texts across different genres, promoting both learning and enjoyment.
- To enable pupils to adapt their language, both spoken and written, to suit a variety of audiences and contexts.
- To create authentic and purposeful contexts for language learning within English and across the wider curriculum.

- To encourage curiosity about language, promoting an interest in words, their meanings and the development of a rich and varied vocabulary.
- To develop pupils' thinking skills, enabling them to become reflective and independent learners.
- To ensure a consistent and cohesive approach to language development across all areas of the curriculum.
- To deliver adaptive teaching that responds to the diverse needs and abilities of all pupils, ensuring equitable access to learning.

Reading and writing are essential life skills and, as such, we aim to develop children's love of English through the books we study and to provide a strong foundation that enables them to listen, communicate and succeed throughout their lives.

Writing

Teaching and Learning

Writing is taught through carefully planned units based on high-quality, diverse texts and meaningful curriculum experiences. Units are designed collaboratively by the English Team and Year Group Leaders to ensure progression across the school and full coverage of the National Curriculum (2014). Pupils write for a wide range of authentic purposes and audiences, both within English lessons and across the wider curriculum, enabling them to apply their skills in meaningful contexts.

A consistent writing process is used throughout the school from Year 1 to Year 6. Each unit begins with immersion in a high-quality text so that pupils become familiar with the purpose, audience and language features of the genre. They then gather ideas and vocabulary, explore the grammar and sentence structures needed for successful writing, plan their ideas, draft their work, edit and improve it before producing a published piece. This structured approach enables children to develop confidence as writers whilst encouraging independence and creativity.

Grammar, punctuation and vocabulary are taught explicitly within writing units wherever possible so that pupils understand how language choices affect meaning and impact. Opportunities for speaking and listening are embedded throughout each sequence of learning through discussion, drama, role play and oral rehearsal, supporting both vocabulary development and the organisation of ideas before writing.

In the Early Years Foundation Stage, writing begins with the development of communication, language and physical development. Children are provided with rich opportunities to mark make, experiment with writing and communicate their ideas through purposeful play and adult-led activities. Daily Read Write Inc. phonics sessions support early writing alongside shared writing, modelled writing and opportunities for independent application.

Adapted Teaching and Intervention

Quality First Teaching is the foundation of writing provision at Elmgrove Primary School and Nursery. Teachers use ongoing assessment to adapt lessons so that every pupil can achieve success and make progress. Lessons are carefully scaffolded through teacher modelling, shared writing, sentence stems, vocabulary support, visual prompts and targeted questioning. Flexible grouping and opportunities for oral rehearsal enable pupils to develop confidence before writing independently.

Where additional support is required, intervention may be delivered by the class teacher, teaching assistant or another trained member of staff. Wherever possible, intervention takes place within the classroom to promote inclusion and ensure that pupils continue to access the full curriculum alongside their peers. Pupils working below age-related expectations receive targeted support informed by assessment information, while those with Special Educational Needs and Disabilities or English as an Additional Language receive carefully adapted resources and additional adult support where appropriate.

Assessment

Writing is assessed continuously throughout each unit of work using a range of formative assessment strategies. Teachers observe pupils during lessons, provide feedback during live marking, review independent writing, encourage self- and peer-assessment and use their professional judgement alongside the National Curriculum objectives recorded on Insight.

Formal teacher assessments are completed twice each year. Teachers use a tracking system on Insight to mark objectives half termly. To ensure consistency and accuracy of judgements, teachers participate in regular moderation within year groups, across phases and through local authority cluster moderation. Assessment information is used to identify pupils' next steps, inform future planning and ensure that teaching and intervention are responsive to individual needs.

Monitoring

The quality of writing is monitored by the English Subject Leaders through lesson observations, learning walks, book scrutinies, planning reviews, moderation activities, pupil voice and analysis of assessment data. Monitoring ensures consistency of expectations across the school, supports staff development and helps to maintain high standards of teaching, learning and presentation.

Reading

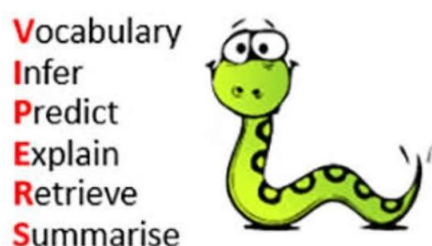
Teaching and Learning

Reading is fundamental to learning across the curriculum and is central to our English curriculum. Our aim is for every child to become a fluent, confident reader who reads both for pleasure and for purpose. We foster a love of reading by exposing pupils to a rich range

of high-quality fiction, non-fiction and poetry that reflects the diversity of our school community and the wider world.

In the Early Years Foundation Stage and Key Stage 1, reading is taught through the Read Write Inc. systematic synthetic phonics programme. Pupils are taught in carefully assessed groups and read fully decodable books that are closely matched to their developing phonic knowledge. Alongside phonics teaching, children enjoy daily story times, shared reading and opportunities to explore a wide variety of books that promote language development, comprehension and enjoyment.

In Key Stage 2, pupils participate in daily whole-class reading lessons based on ambitious, high-quality texts. Explicit teaching focuses on the key comprehension skills of Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising (VIPERS).



Weekly fluency sessions develop pupils' accuracy, automaticity and prosody through teacher modelling, repeated reading and discussion. Reading lessons also provide regular opportunities for oracy, enabling pupils to justify their ideas, discuss texts critically and deepen their understanding through collaborative talk.

Reading for pleasure is actively promoted through class libraries, regular visits to the school library, author studies and teachers reading aloud to pupils. Digital platforms, including Oxford Owl in EYFS and Key Stage 1 and Oxford Reading Buddy in Key Stage 2, further enhance pupils' access to a broad range of engaging texts both in school and at home.

Adapted Teaching and Intervention

Reading provision is carefully adapted to ensure that all pupils are able to access learning and make progress. Teachers use ongoing assessment to match texts appropriately, pre-teach vocabulary where necessary and provide scaffolded questioning, teacher modelling, guided reading and structured partner talk to support comprehension.

Pupils' progress is monitored regularly through Read Write Inc. assessments and objectives are tracked termly using Insight. Those requiring additional support receive targeted interventions, including Read Write Inc. Fast Track Tutoring, daily phonics intervention, guided reading sessions and small-group fluency work. Pupils who are new to English receive daily targeted reading support through the school's EAL provision, while pupils with SEND receive appropriate adaptations and additional support to meet their individual needs.

Assessment

Reading is assessed through continuous teacher assessment, classroom observation and formal assessment processes.

In EYFS and Key Stage 1, pupils are assessed regularly using the Read Write Inc. assessment procedures. In Key Stage 2, assessment includes NFER reading tests, Oxford Reading Buddy quizzes and teacher assessment against the National Curriculum objectives recorded on Insight.

Assessment information is analysed regularly to identify strengths, next steps and pupils requiring additional support. This information informs planning, adaptive teaching and intervention to ensure all pupils continue to make progress.

Monitoring

The English Subject Leaders monitor the quality of reading through lesson observations, learning walks, book scrutinies, pupil voice, reading record monitoring, analysis of assessment information and review of Read Write Inc. groupings. Termly RWI development Days are also used to ensure the teaching of phonics is robust. These monitoring activities ensure that reading is taught consistently across the school, that progression is secure and that pupils continue to develop as confident, enthusiastic readers.

Home Learning

Reading at home is an expectation for every pupil and forms an important partnership between school and families. Children take home reading books in EYFS and Y1 that are appropriately matched to their reading stage and are encouraged to read daily with an adult whenever possible. All children have access to books in the school library and online using Oxford Owl and Oxford Reading Buddy.

Parents and carers are supported through workshops, curriculum information and guidance that enable them to play an active role in developing confident, fluent and enthusiastic readers.

Handwriting

Teaching and Learning

At Elmgrove Primary School and Nursery, we recognise that fluent, legible handwriting is an essential life skill that enables pupils to communicate their ideas clearly and confidently. We follow the **Nelson Handwriting** programme from Reception to Year 6 to provide a consistent, progressive approach that meets the expectations of the National Curriculum (2014):

In the Early Years Foundation Stage, handwriting begins with the development of gross and fine motor skills. Children take part in activities that strengthen core muscles, develop coordination and improve pencil control before progressing to accurate letter formation. Daily Read Write Inc. phonics lessons reinforce correct letter formation alongside the

teaching of phoneme-grapheme correspondence, enabling children to apply their knowledge in early writing.



As pupils move through the school, handwriting lessons focus on the development of accurate letter formation, correct joins, consistent letter size, appropriate spacing and increasing fluency. Teachers explicitly model the agreed school handwriting style during lessons, on classroom displays, in pupils' books and in all written communication. Pupils are encouraged to apply these skills across all curriculum areas so that high standards of presentation become habitual rather than confined to handwriting lessons.

Correct posture and pencil grip for handwriting

Proper writing position for the Nelson Handwriting scheme is critical for developing fluency and the signature progressive-cursive style. It relies on what educators call the "4 P's":

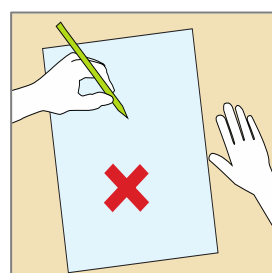
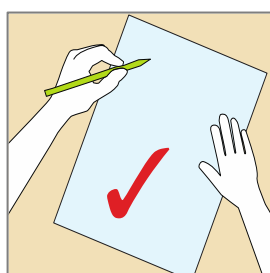
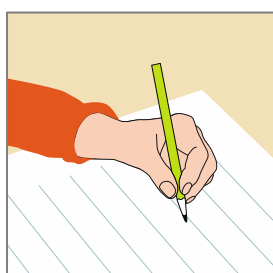
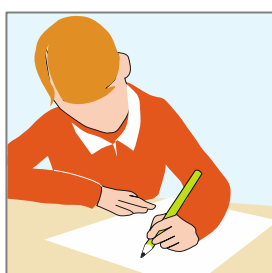
Posture, Pencil, Paper, and Pressure

Children in Years 2 to 4 write using handwriting pencils. In Years 5 and 6, pupils write using blue handwriting pens to encourage greater fluency, independence and pride in presentation as they prepare for secondary education.

Children who are left-handed

Children who are left-handed may find it difficult to follow the movements of teachers who are right-handed as they model letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or group basis.

- Pupils who are left-handed should sit to the left of a child who is right-handed so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision
- Extra practice with left-to-right exercises may be necessary before pupils write



Adapted Teaching and Intervention

Quality First Teaching underpins all handwriting provision. Teachers use ongoing assessment to identify pupils who require additional support and adapt lessons accordingly. This may include further modelling, adapted handwriting resources, enlarged or highlighted writing guides, pencil grips or alternative writing equipment. Where pupils require more intensive support, targeted intervention using Nelson Handwriting resources is provided either individually or in small groups.

Reasonable adjustments are made for pupils with Special Educational Needs and Disabilities, including those with identified fine motor difficulties, ensuring that every child is able to make progress and experience success.

Assessment

Handwriting is assessed continuously through classroom observation, dedicated handwriting lessons and pupils' presentation across the curriculum. Teachers evaluate letter formation, joins, spacing, consistency of size, legibility, fluency and overall presentation. Feedback is provided regularly and individual targets are set where appropriate to support further improvement.

Monitoring

The English Subject Leaders monitor handwriting through lesson observations, learning walks, book scrutinies, pupil voice and discussions with staff. This monitoring ensures that handwriting is taught consistently across the school and that expectations for presentation remain high in every year group.

Home Learning

Parents and carers are encouraged to support handwriting development by reinforcing correct posture and pencil grip, encouraging careful presentation and providing opportunities for regular handwriting practice at home. Where appropriate, teachers may provide additional handwriting activities to consolidate learning and support individual pupils.

Spelling

Teaching and Learning

At Elmgrove Primary School and Nursery, spelling is taught through the **Read Write Inc. Spelling** programme from Years 1 to 6. The programme builds upon the strong phonics foundations established through Read Write Inc. Phonics and enables pupils to develop secure knowledge of spelling patterns, morphology, etymology and the statutory spelling requirements of the National Curriculum (2014).

Daily spelling lessons provide opportunities for pupils to investigate spelling rules, identify patterns within words and understand how words are constructed. Rather than simply memorising lists of words, pupils develop strategies that enable them to apply spelling knowledge independently in their writing. Vocabulary development is closely linked to spelling lessons, encouraging pupils to make increasingly ambitious language choices across the curriculum.

Teachers ensure that spelling is taught within meaningful contexts wherever possible so that pupils understand how accurate spelling contributes to effective written communication.

Adapted Teaching and Intervention

Teachers use ongoing assessment to adapt spelling lessons to meet the needs of all learners. This may include pre-teaching vocabulary, additional modelling, scaffolded investigations or focused practice of statutory spellings. Children who continue to require phonics teaching receive additional Read Write Inc. Phonics sessions alongside the Read Write Inc. Spelling programme until they are secure in both decoding and encoding.

Pupils with SEND, English as an Additional Language or identified literacy needs receive carefully planned support through Quality First Teaching and targeted intervention to ensure they make sustained progress.

Assessment

Assessment is an ongoing process and focuses on pupils' ability to apply spelling knowledge accurately within independent writing. Teachers use classroom observation, dictation activities, Read Write Inc. Spelling assessments and the National Curriculum objectives to inform professional judgement. Assessment information is recorded on Insight and used to plan future teaching and intervention.

Monitoring

The English Subject Leaders monitor spelling through lesson observations, planning scrutiny, book looks, pupil voice and analysis of assessment information. This ensures consistency in the delivery of the Read Write Inc. Spelling programme and progression across all year groups.

Home Learning

Children receive weekly spelling home learning linked to the Read Write Inc. Spelling programme and the statutory spelling expectations for their year group. Parents and carers are encouraged to explore spelling patterns with their children through discussion, games and practical activities rather than relying solely on rote learning. This approach helps pupils to understand how spelling patterns can be applied confidently in their everyday writing.

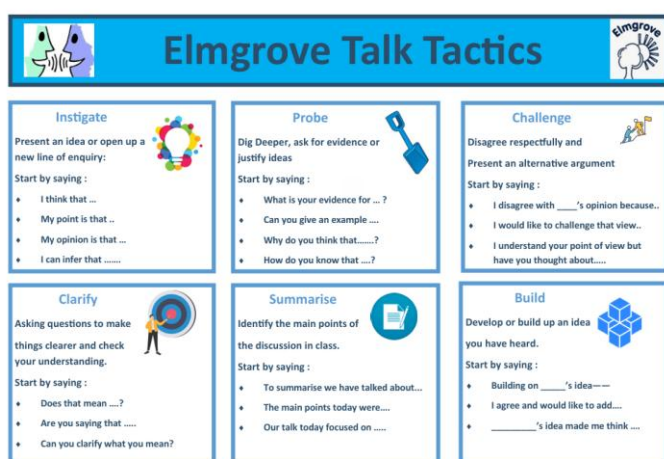
Oracy

Teaching and Learning

At Elmgrove Primary School and Nursery, we recognise that spoken language is fundamental to successful learning. Oracy underpins reading, writing and the wider curriculum by enabling pupils to develop vocabulary, organise their thinking, express their ideas clearly and communicate effectively with others.

Opportunities for high-quality talk are planned throughout the curriculum. Pupils are encouraged to explain their thinking, justify opinions, ask thoughtful questions and participate in purposeful discussion. Teachers explicitly model ambitious vocabulary and provide structured opportunities for oral rehearsal before writing, recognising that pupils who can articulate their ideas verbally are better equipped to communicate them successfully in writing.

In KS2 children use the Elmgrove Talk Tracker to structure their talk. This is used to support learning throughout the curriculum:



Drama, storytelling, debate, role play and collaborative learning are used regularly to develop confidence, active listening and respectful discussion. Pupils are encouraged to speak clearly for a range of audiences and purposes, developing the communication skills needed both within school and beyond.

Adapted Teaching and Intervention

Teachers adapt learning to ensure that all pupils can participate fully in spoken language activities. Support may include pre-teaching vocabulary, sentence stems, visual prompts, partner talk and additional opportunities for rehearsal before contributing to whole-class discussions.

Pupils with Speech, Language and Communication Needs, English as an Additional Language or other identified needs receive appropriate support through Quality First Teaching, targeted intervention and, where appropriate, specialist advice from external agencies.

Assessment

Oracy is assessed continuously through teacher observation across all curriculum areas. Teachers consider pupils' confidence, clarity of expression, listening skills, vocabulary development, ability to explain their reasoning and their participation in collaborative discussion. Assessment is used to inform future planning and identify pupils who may require additional support.

Monitoring

The English Subject Leaders monitor the development of oracy through learning walks, lesson observations, planning scrutiny and pupil voice. Monitoring focuses on ensuring that purposeful opportunities for talk are embedded across the curriculum and that spoken language is recognised as an essential component of English teaching.

Home Learning

Parents and carers play a vital role in developing children's spoken language. Families are encouraged to engage in regular conversations, share books, discuss current events and provide opportunities for children to explain their ideas and opinions. These experiences enrich vocabulary, strengthen communication skills and support children's confidence as articulate speakers and successful learners.

Governors

The designated link governor will arrange to meet with the curriculum English subject leaders at least twice a year to find out about the school's systems for planning work, supporting staff and monitoring progress. They will discuss how the standards of achievement are changing over time and talk to pupils about their experiences of the curriculum area. The English Subject Leads will also report to Governors at a meeting once a year to inform them of curriculum developments and standards.

Staff Development

Staff training is planned for each year as part of the strategic development of the school. It is an integral part of the school development plan and builds on the skills and knowledge of the teachers.

Review

This policy was written in July 2026 and will be reviewed every two years.
Review date: July 2028