



English Policy



For I know the plans I have for you, plans to prosper you and not to harm you, plans to give you hope and a future.

Jeremiah 29:11

Written by:	Sarah Taylor
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Chairs Signature:	

Mission Statement

Nutgrove Methodist Primary School strives to provide a caring environment in which every individual can achieve his or her full potential, without limits.

This is encompassed by our Bible verse For I know the plans I have for you,” declares the Lord, “plans to prosper you and not to harm you, plans to give you hope and a future. Jeremiah 29:11.

To achieve this, we wish to create a happy, secure and purposeful culture throughout the school, which is conducive to learning and high standards, and is based on our Christian values, love, hope and respect.

Our school’s motto and vision is ‘My Best, Always, Everywhere’ which is interwoven within our curriculum intent and design.

Safeguarding Statement

At the Nutgrove Methodist Primary School we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in the Safeguarding Policy apply to all staff, volunteers and governors.

Vision

These 3 key components are underpinned by our school’s Christian Values which permeate every aspect of Nutgrove life.

Love

We greet our children with a smile and welcome them with open arms into school as part of our Nutgrove family. Teachers greet pupils at the classroom door every day.

Respect

So that we maintain a positive environment which is conducive to learning for all pupils, we praise in public and restore in private. We use a restorative approach to overcome conflict and learn from our mistakes.

Hope

As a staff and wider school team, our hopes for children in our Nutgrove family are underpinned by a shared aspiration to recognise and celebrate each child’s unique God-given talents and to drive them to fulfill their potential so that they flourish when they are ready for the World beyond Nutgrove.

Version Control

Change Record

Date	Author	Version	Reason for Change
Aut 2025	S Taylor	1	New Policy

1 Aims

This policy is for the staff in our school. It aims to set out:

- Our approach to teaching, monitoring and assessing English and literacy knowledge and skills
- How we will make sure our provision for the teaching of English and literacy is of consistently high quality

1. Legislation and guidance

This policy reflects the requirements and expectations set out in:

The [National Curriculum programmes of study for English](#)

The [Early Years Foundation Stage \(EYFS\) Statutory Framework](#)

The [Special Educational Needs and Disability \(SEND\) Code of Practice 2014](#)

The [Equality Act 2010](#)

2. Our vision for English and literacy in our school

English has an unrivalled place in education and in society. The English curriculum at Nutgrove Methodist Primary is designed to provide experiences for children throughout the school that enable them to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.

Our school aims to develop pupils' skills in reading, writing, speaking and listening. By the time that children move on from our school, our aim is for them to:

- Be fluent readers and writers
- Have a positive attitude towards books and reading, reading widely for pleasure and information with a love of reading that will last a lifetime
- Have access to a broad range of texts that provide a chance for children to develop culturally, emotionally, intellectually, socially and spiritually.
- Understand the phonetic and spelling system and use this to read and spell accurately.
- Enjoy writing in different contexts and for different purposes and audiences
- Plan, draft, revise and edit their writing.
- Write clearly, accurately and coherently, adapting language and style accordingly
- Be curious and creative when it comes to reading and writing, for example by being interested in learning the meaning of new words

- Have a wide vocabulary and understanding of grammar
- Speak clearly and fluently
- Listen carefully and sensitively to adults and their peers
- Be enthused, engaged and motivated to learn with curiosity and enthusiasm for learning.

3. Our guiding principles for the teaching of English and literacy

We teach English and literacy best when:

- Reading and writing are built on a 'sea of talk' through effective teaching of oracy
- There is a proactive and positive culture around reading in the school
- All staff feel they have the knowledge, skills, understanding and professional support they need to teach English and literacy effectively
- The English curriculum is coherently planned and sequenced
- There is sufficiently detailed and frequent ongoing assessment of pupil progress
- We expose pupils to different types of reading material, that reflect diversity and provide cultural capital
- We involve families in supporting their child's reading and writing
- We identify where pupils have learning gaps or aren't making the expected progress, and make sure interventions target these
- Teaching resources are available, up to date, varied and diverse, and match pupil and curriculum needs
- We engage pupils in high-quality back-and-forth interactions
- We model new language and accurate grammar to pupils
- We support pupils with speech, language and communication needs, for example by putting on extra small-group story times

4. Roles and responsibilities

5.1 The Executive Headteacher / Head of School

The Executive headteacher / Head of School is responsible for:

- Building a team of expert teachers who know and understand the processes that underpin learning to read and write
- Providing teachers with the appropriate training and resources so that they can competently deliver the English curriculum
- Creating a stimulating school environment where pupils are exposed to different types of reading material, such as through displays, books and other classroom resources

5.2 The English and literacy lead

Our English and literacy subject lead is Mrs Strong. They are responsible for providing leadership and management for English and literacy to secure:

- High-quality teaching and subject knowledge of staff
- A coherently planned and sequenced English curriculum
- Consistent assessment and accurate teacher judgements within English and literacy
- Effective use of resources

5.3 Teachers

Teachers are responsible for:

- Planning effective English and literacy lessons in line with subject plans
- Providing opportunities for pupils to apply their English and literacy skills in a variety of ways
- Completing the relevant marking and assessment
- Making sure that support staff have:
 - o Access to planning materials and resources
 - o The knowledge and skills they need to support and challenge pupils
- Ensuring children have access to effective and timely intervention as required

5. Curriculum

At Nutgrove Methodist Primary School, we follow [The Early Years Foundation Stage \(EYFS\) Statutory Framework](#) and the [National Curriculum](#) for Key Stage One and Two. This ensures we provide a suitably challenging curriculum with continuity, progression and high expectations.

We outline / communicate our English / Literacy curriculum built on these two documents via:

- **'Subject long term overviews'** – which share the whole school sequence of topics that are covered in each year group. These are available on the individual subject pages. For English, this takes the form of a long-term text overview with core texts (fiction, non-fiction and poetry), suggested wraparound texts, poems, rhymes and songs and writing opportunities. This is in place for Reading and Writing.
- **'Progression in Skills and Knowledge document'** – which outline the progressive subject skills, knowledge and concepts. This is our key progression document for each subject.
- **'Unit Plans'** – which guide staff on the learning journey a class may take to meet the end points identified for a unit of work. These are adapted by the teacher for the needs of their cohorts with regular review with the English lead.

English is based on books throughout the school. The book itself, or themes from the book, are used to drive activities where objectives from the curriculum are met in composition, spelling, grammar and punctuation. 'Books as Hooks' captures the children's imagination and encourages them to become fluent, thoughtful and creative writers. Each unit starts with an 'Engage' lesson and then the children journey through the book completing different genres of writing with specific audiences and purposes. Books in English are often chosen to support work in other areas of the curriculum. Various genres are taught regularly throughout the year appropriate to key stage. Teachers use the progression framework to ensure objectives are taught and revisited across the year to enable deeper learning and knowledge retention to happen. Children work in ability groups and mixed ability groups according to the objectives of the lesson. Group objectives are adapted appropriately with the aim to both challenge and support children in their learning. The SLT and English Lead monitor teaching and learning regularly.

6.1 Speaking and Listening

At Nutgrove, oracy and spoken language are a core component of our English curriculum. In a much-used quote by James Britton, in our school: "Reading and writing float on a sea of talk."

In statutory terms, the Spoken Language elements of the National Curriculum (2014) outline expectations for the teaching of Oracy.

At Nutgrove, we follow the objectives from the National Curriculum and Early Years Foundation Stage as appropriate.

Aside from the statutory objectives of the National Curriculum, it is important to also teach children other aspects of Oracy. Children need to be taught:

- The 'rules' of social interaction – taking turns; identifying who is holding the conversation and how to judge when this can change; how pairs of language work, e.g. Q and A, greeting and response; how to fix what we say or what we don't understand.
- Non-verbal cues – voice; volume; intonation; eye contact; pitch; pauses; pronunciation; posture; personal space.
- How to listen.
- How to speak.

Staff teach these aspects explicitly through the English curriculum and also provide opportunities for practise of these skills explicitly and implicitly across the curriculum.

At Nutgrove, all our pupils are given the best possible opportunities to develop their oracy skills. It is high in our agenda through:

- Early assessment and identification of speech, language and communication needs through WellComm and intervention on entry
- Adult modelling of language
- Daily storytime sessions timetabled across school
- Identification of key subject specific vocabulary to be taught explicitly
- Collaborative approaches encouraged across the curriculum
- Commitment to ELKLAN Communication Friendly School Programme – CFS status was given to school in Nov 2023
- Time made within the English curriculum for oracy in all units (See writing unit structure)
Staff CPD to ensure they are committed to a focus on oracy

6.2 Reading (Including Phonics)

At Nutgrove, our approach to reading is to ensure that children develop this skill at the soonest point. We follow the Epworth Education Trust Reading Strategy that is built on research from the Education Endowment Foundation and the 'Reading Framework' guidance.

We aim to foster a love of reading in all our children here at Nutgrove. This is vital both as a life skill in order to enable children to access a wide range of information in the world around them but also a means of enjoyment where books can transport them to many new and exciting worlds. We ensure that children get to read and hear a wide range of genres as part of our holistic approach to reading for pleasure. Approaches we use to develop a love of reading include: daily storytime in all classes, collections for every year group, books as 'hooks' into new topics across the curriculum or collective worship themes and inviting book areas in all classes.

Our classrooms are full of diverse and engaging books to try to give the children the will to read. We also have regular reading rewards to encourage children further.

We follow the simple view of reading. The Simple View of Reading is a formula demonstrating the widely accepted view that reading has two basic components: word recognition (decoding) and language comprehension.

To support reading skill development, we use 'Little Wandle' as our validated, systematic synthetic phonics programme. Our reading scheme is closely matched to phonics teaching to enable children to practise the new skills they are developing. Our main reading scheme is Big Cat Phonics Ongoing assessment is a vital component of this.

To support comprehension skills, we have a class reading comprehension text plan and the teacher models reading skills consistently. We also use some comprehension exercise using 'Complete Comprehension' but recognise reading is far more than answering questions.

Reading is given high priority at Nutgrove.

In all classes across school, children have daily, timetabled storytime with expectations outlined in, 'Storytime Expectations Poster'. The aim is that children hear 'expert readers' reading fluently and build vocabulary, experiencing stories they may not otherwise have encountered,

In Reception and Year 1, phonics is timetabled daily for at least 25 minutes. Children in Year 2 continue to access this as required. Phonics will be taught more regularly to groups and individuals as required or boosters put in using 'Little Wandle' catch up and SEND programmes.

In Reception and Year One, teachers deliver reading sessions to year groups, in small groups or individually with each child accessing reading daily. The teacher will sign and monitor the reading diary in three sessions a week. Each child will have two reading books sent home; a reading for success book closely aligned with their phonic stage and a reading for pleasure book from our class library. This will be changed weekly. We encourage parents to read with their child and sign the reading diary daily.

From Year 3 to Year 6, Reading is taught explicitly through a timetabled whole class session daily for 30 minutes per day. This will include some whole class reading and some group reading. The teacher delivers a reading focused lesson with the children taking part in a range of focused activities which will include: fluency, vocabulary, discussion, questions from the reading domains, reading for pleasure and other text based and comprehension activities. Reading diaries will not always be signed during these sessions but daily reading takes place.

At the start of Year 3, until children are fluent readers, class teachers will continue to support children to select and change the books brought home to ensure books are at the correct level for each child. This will continue the reading for success and reading for pleasure model. We encourage parents to sign reading diaries with any relevant comments.

As children move through Year Three, most children will be allowed to choose their own books from the class library which is stocked with a variety of engaging books pitched at the level for the class. They will move to one reading for pleasure book.

From Year 5 and Year 6, children should complete their own reading diary neatly.

Reading at home is a vital part of supporting the progress of children and we work hard to engage with parents to support with this. Teachers monitor how frequently children are reading at home by checking diaries weekly.

6.3 Writing (Including Spelling, Punctuation and Grammar)

At Nutgrove Methodist Primary School, writing is a crucial part of our curriculum. All children are provided with frequent opportunities to develop and apply their writing skills across the curriculum.

We inspire children to write using creative approaches that include immersion in a rich variety of texts.

Our long-term text overviews show the books that children will encounter as a basis for our writing lessons. They also show our planned writing outcomes.

In writing, we intend for pupils to be able to plan, revise and evaluate their writing, thinking carefully about the audience and purpose. Our staff work hard to create real opportunities for writing to engage the children and ensure it is purposeful. To be able to do this effectively, pupils will focus on developing effective transcription and effective composition. We work hard to ensure children have an increasingly wide knowledge of vocabulary and that they are meeting the grammar expectations for their year group. Our writing curriculum has a strong focus on the writing process. We follow the Epworth Education Trust Writing strategy and sequence which is based on the 'Writing Framework' and 'The Simple View of Writing'.

With regards to spelling, teachers will show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They will also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. Pupils will be taught to control their speaking and writing consciously and to use Standard English.

Spelling is taught explicitly through a timetabled spelling session from Year 2 onwards for 20 minutes 3 times per week.

Spelling homework is set weekly in all year groups from Year One.

6.4 Handwriting

We also intend for pupils to leave school being able to use fluent, legible and speedy handwriting.

Learning to form letters and spell words requires considerable effort and attention. While some pupils who have SEND may need reasonable adjustments, the vast majority of children should be taught how to sit with correct posture on a chair at a table, using a tripod grip to hold a pencil. Developing the right habits from the beginning allows children to write comfortably and legibly.

In early years, children initially learn to write with non-cursive script. Cursive script is introduced from Year 2 with joins explicitly taught.

Please see our handwriting policy for our approach in full. We use PenPals scheme to support us.

6.5 Cross-curricular links

We will facilitate cross-curricular learning of English and literacy skills, making sure that the links with other curriculums are natural and not forced. This will be achieved through activities in other subjects such as:

Annotating sources

Group discussions

Comprehension

Topic research

Providing opportunities for reading and writing purposefully across the curriculum

6.6 Differentiation & Adaptive Teaching

We will provide suitable differentiation to make sure that every pupil makes maximum progress in English and literacy, by:

- Recognising where some pupils need specific help with their English skills, e.g. if they are dyslexic
- Providing resources such as phonics mats and writing frames to scaffold pupils' learning
- Identifying pupils who would benefit from more support in an area of their English learning, and running small intervention groups for targeted support each week to aid their progress and attainment. We will monitor these closely to move pupils in and out of these groups as needed
- Making sure pupils who need it are extended through the use of additional, more-demanding and open-ended tasks and planned challenges within each lesson

Whilst differentiation is required for some children who may have needs that go beyond adaptations, adaptations are used in line with our 'Adaptive Teaching' guidance document that supports staff in skillfully ensuring children are given support to access the curriculum content wherever possible.

6. Marking and feedback

Feedback will clearly explain to pupils what they're doing well, and what they need to do next to continue to improve their work.

It will be given in line with the marking and feedback policy which is underpinned by the Education Endowment Foundation principles of effective feedback (October 2021).

7. Monitoring, assessment and moderation

8.1 Monitoring

We will monitor teaching and learning of English and literacy in our school to make sure that all of our pupils make the best possible progress from their starting points.

School leaders / the English and literacy lead will monitor and evaluate the impact of teaching on pupils' learning in line with the annual monitoring schedule through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Pupil voice
- Planning scrutiny
- Book scrutiny

This will feed into staff appraisal and CPD.

8.2 Assessment

We will track pupils' progress using a combination of formative and summative assessment.

Formative assessment will be ongoing throughout every lesson with reshaping of tasks and activities as necessary in response. This will also include regular spelling and grammar quizzes.

Summative assessments will be completed termly using the PiXL diagnostic assessment tests in Year 1 to Year 5 with past SATs papers used in Year 6 to support next step support and planning. This will ensure swift support for any child who requires it. The observation checkpoints will be used throughout EYFS. Phonic assessment will be updated on a half term basis throughout EYFS and into Year 1.

There are statutory assessments at the end of each key stage.

Our pupils will sit the following formal assessments:

- The phonics screening check at the end of year 1
- National Curriculum tests in the summer term at the end of KS2 (KS1 past papers may be used to support teachers)
- Statutory EYFS baseline at the start of Reception
- Statutory EYFS profile at the end of Reception

We will provide regular targets for pupils shared via the brief parent evening report template, and provide termly verbal reports against these at parents' evenings. Pupils will receive a full, written report annually.

Further details of our assessment approaches can be found in our assessment policy.

8.3 Moderation

We will standardise writing samples to:

- Demonstrate how pupils' work meets National Curriculum attainment targets for KS1 and KS2, to help with assessment
- Make sure staff have a consistent approach to marking pupils' work
- We will refer to the Standards and Testing Agency (STA)'s exemplification materials for [KS1](#) and [KS2](#) to support with this.

We will moderate teacher assessments of reading and writing at least termly in-school and with external support.

We work with our selected Local Authority for LA moderation at the end of the key stage.

8. Learning environment

Pupils will learn English and literacy in spaces that:

- Are well-organised
- Contain appropriate and good-quality resources for pupils to refer to (in a space where they can find or see them easily)
- Are quiet
- Have minimal distractions, for example not containing a distracting amount of decoration
- Display knowledge organisers, letter cards and posters showing grapheme-phoneme correspondences that match our school's phonics teaching programme

Further detail can be found in our teaching, learning and curriculum policy

9. Resources

10.1 Books

We will select and use books that:

- Engage pupils emotionally
- Cover a wide range of subject
- Elicit a strong response, such as curiosity, anger, excitement, laughter or empathy
- Have a strong narrative that will sustain multiple readings
- Extend pupils' vocabulary

- Have illustrations that are engaging and reflect children from all backgrounds and cultures
- Help pupils connect with who they are
- Help pupils to understand the lives of people whose experiences and perspectives may be different from their own
- Include stories set in both the UK and around the world
- Include both modern and traditional stories
- Include fiction and non-fiction

It's unlikely that just 1 book will meet all of these criteria, but our full selection as a whole will.

Once we've chosen our books, we will:

- Identify a core set of stories for each year group
- Refresh the list regularly (at least once a year), as new books are published and as our school welcomes new teachers
- Encourage teachers to familiarise themselves with the stories their pupils will know from previous years
- Get teachers to choose their own books to read aloud alongside the core set of stories, guided by our wider reading suggestions
- Share the list with parents, and explain its purpose, so they can buy or borrow the books

10.2 Book corners

When visiting their book corner, pupils will be able to:

- Access to a set of recommended books to read in every year group
- Browse the books
- Revisit the ones the teacher has read to them
- Borrow books to read or re-tell at home
- Spend time there

When arranging the book corner, teachers will:

- Avoid displaying too many books at once
- Choose a space in the classroom that is well lit and of an adequate size
- Display books pupils have listened to recently, at their eye level on outward-facing shelves
- At the start of the year especially, include a selection of the children's favourites from the previous year (either on lower shelves or in boxes)
- Make the books look attractive and easy to find – removing any that are dull and dog-eared, unless these are particularly well-loved
- Refresh the display to highlight topics, titles or authors that might engage pupils
- Involve pupils in this process by getting them to help return books to the book corner

- Keep any books that have been previously read in extra boxes for pupils to read and retell again, at school and at home

10.3 Rhymes and poems

We will choose rhymes and poems that will develop pupils' language skills. The subject lead will identify a core set of poems for each year group, including:

- Rhyming poems
- Poems where alliteration is a strong feature
- Word games
- Traditional songs and rhymes
- Nonsense rhymes

Poems that:

- o Are particularly rhythmical
- o Can withstand a lot of repetition
- o Elicit a strong emotional response
- o Extend pupils' vocabulary in different areas of learning

10.4 Dictionaries and thesauruses

To support with writing and spelling, we will make sure that pupils have access to dictionaries and thesauruses by:

- Having a set of dictionaries and thesauruses available in each classroom
- Allowing pupils to use the computer / laptop / iPad during lessons to look up word meanings and synonyms

10. Review

This policy will be reviewed every three years by the subject leader in line with the policy review schedule. At every review, the policy will be shared with the Local Advisory Board.

11. Links with other policies

This policy links with the following policies and procedures:

- Curriculum, Teaching and Learning policy
- SEN/SEND policy and information report
- Marking and feedback policy
- Assessment policy
- Equality information and objectives
- Behaviour policy
- Early Years Foundation Stage (EYFS) policy