

GREAT CHART PRIMARY SCHOOL

ENGLISH POLICY

SEPTEMBER 2026



A Great Place to Discover and Learn

Vision Statement

A respectful community where we thrive and achieve our full potential as confident life long learners

Mission Statement

Preparing for life in our ever changing world, by providing opportunities to develop core values and a love of learning

Our core value is Respect

Our termly values: Teamwork, Ambition, Responsibility, Resilience, Kindness & Independence

INTRODUCTION

This policy outlines Great Chart Primary School's vision, aims and agreed approach to the teaching and learning of English. It reflects the requirements of the National Curriculum (2014) and the Early Years Foundation Stage Framework and provides a consistent approach to the planning, teaching and assessment of English across the school.

At Great Chart Primary, we believe that every child should develop as a confident, enthusiastic and successful communicator. Through high-quality texts, meaningful experiences and purposeful talk, pupils develop the knowledge, skills and understanding needed to become fluent readers and effective writers. This policy should be read alongside the following documents:

- Whole-School Writing Progression
- Year Group Writing Progressions
- Writing Planning Process
- Reading Policy
- Handwriting Policy
- Assessment Policy

INTENT

At Great Chart Primary, we believe that English is at the heart of the curriculum. Through reading, writing, speaking and listening, children develop the knowledge, vocabulary and communication skills needed to become successful learners and lifelong readers and writers.

Our English curriculum is carefully sequenced to ensure clear progression from EYFS to Year 6. It is underpinned by high-quality texts, rich vocabulary, purposeful talk and meaningful learning experiences that inspire children to write confidently for a range of audiences and purposes.

We aim to develop children who:

- communicate confidently through speaking, listening, reading and writing
- enjoy reading widely for pleasure and information
- write with increasing fluency, accuracy, independence and stamina
- understand how writers make purposeful language choices
- apply phonics, spelling, handwriting, grammar and punctuation confidently within meaningful writing
- develop an ambitious vocabulary through reading, discussion and explicit teaching
- edit and improve their writing to communicate effectively
- take pride in the presentation of their work
- leave Great Chart School as confident, resilient and independent writers.

STATUTORY GUIDANCE

The English curriculum is taught in accordance with:

National Curriculum (2014)
EYFS Statutory Framework (2024/25)

The curriculum is planned to ensure pupils develop progressively as speakers; listeners and writers throughout their primary education

IMPLEMENTATION

Our Writing Curriculum

Writing is taught through a consistent whole-school approach rooted in high-quality texts, purposeful talk, reading and meaningful experiences.

Three key documents underpin our writing curriculum:

Whole-School Writing Progression

This document identifies the knowledge, skills and understanding pupils develop from EYFS to Year 6 and

ensures clear progression across all aspects of writing.

Year Group Progressions

Each year group progression breaks this learning into manageable termly expectations, ensuring that new learning builds securely upon prior knowledge.

Great Chart Writing Process

Our agreed writing process provides consistency in how writing is taught across the school.

The writing process consists of:

- Immersion
- Vocabulary and Reading
- Explicit Teaching
- Oral Rehearsal and Planning
- Shared and Modelled Writing
- Guided Practice
- Independent Writing
- Edit, Improve and Present

Although each lesson will usually have a main process focus, effective writing lessons naturally revisit and integrate other elements of the writing process where appropriate. The process is therefore visible across a sequence of learning rather than followed as a rigid lesson-by-lesson structure.

Opportunities to apply reading, writing and oracy are planned across the wider curriculum.

Technology is used where it enhances the teaching and learning of English.

Teaching Writing

Writing units are built around high-quality texts and purposeful outcomes.

Teachers provide opportunities for children to:

- explore and respond to rich literature
- develop ambitious vocabulary
- rehearse ideas orally
- analyse effective models
- receive explicit teaching of writing skills
- observe high-quality teacher modelling
- practise new learning with support
- write independently for meaningful purposes
- edit and improve writing before sharing or presenting their work.

Writing opportunities are carefully planned to ensure pupils write across a wide range of genres, audiences and purposes.

Oracy

Oracy is fundamental to successful writing.

Children are provided with regular opportunities to:

- discuss ideas
- rehearse sentences orally
- explain their thinking
- participate in drama and role play
- debate and justify opinions
- present to different audiences

Oral rehearsal is an essential part of our writing process and supports pupils in developing vocabulary, sentence fluency and confidence before writing.

Reading

Reading underpins successful writing and is central to the development of confident writers.

Children experience a rich reading curriculum through:

- shared reading
- whole-class reading
- guided reading
- independent reading
- class novels
- poetry
- non-fiction
- wider reading opportunities

High-quality texts provide models for vocabulary, sentence structure, organisation and authorial choices.

Phonics

Rocket Phonics is used throughout EYFS and Key Stage One to develop secure early reading and spelling skills.

Daily phonics teaching provides children with the foundations needed for reading and writing success.

Where appropriate, phonics teaching continues beyond KS1 to ensure all pupils become fluent readers and writers.

Spelling

Spelling is taught systematically and progressively across the school.

In EYFS and Key Stage 1, spelling is taught through Rocket Phonics. Children are taught to apply their phonic knowledge when spelling and to learn the spelling patterns and common exception words appropriate to their year group.

In Key Stage 2, spelling is taught through Spelling Shed, following the spelling requirements of the National Curriculum. Teaching builds on prior phonic knowledge and develops pupils' understanding of spelling patterns, rules and word structure.

Children are expected to apply taught spelling patterns and rules within their independent writing across the curriculum.

Where appropriate, additional phonics and spelling support is provided for pupils who require further consolidation.

Handwriting and Transcription

At Great Chart Primary, we place high importance on the development of transcription skills.

Children receive explicit teaching in:

- handwriting
- spelling
- Punctuation

Handwriting is taught progressively across the school through daily practice and is viewed as an essential skill that supports fluency, stamina and presentation.

Children are expected to apply taught handwriting consistently across the curriculum.

Vocabulary

Vocabulary is explicitly taught, revisited and applied across the curriculum.

Children develop vocabulary through:

- high-quality texts
- discussion
- Language Through Colour
- explicit instruction
- reading across the curriculum
- purposeful writing opportunities.

ASSESSMENT

Assessment is ongoing and informs future teaching.

Teachers assess children's writing against:

National Curriculum expectations
Whole-School Writing Progression
Year Group Progressions

Assessment is used to identify next steps, inform planning and ensure all pupils make strong progress.

INCLUSION

At Great Chart Primary School, we provide an inclusive curriculum accessible to all pupils regardless of their starting points or needs. Every child is entitled to a broad, balanced and ambitious curriculum that enables them to achieve their full potential. Teachers use expert knowledge of pupils' needs to plan appropriately differentiated lessons, employing strategies including scaffolding, visual supports, pre-teaching, and flexible grouping. We maintain high expectations for all pupils; adaptations enable access rather than limit ambition. Assessment identifies barriers and informs next steps, with reasonable adjustments made where appropriate. Additional adults support pupils in accessing quality-first teaching and developing independence. We work in partnership with parents, carers and external agencies to tailor provision effectively. The SENCO and subject leaders monitor inclusive practices to ensure all pupils, particularly those in vulnerable groups, make good progress and are well-prepared for their next stage of education.

IMPACT

By the time pupils leave Great Chart Primary they will:

- communicate confidently
- read widely and with enjoyment
- write accurately and fluently
- write independently for a range of audiences and purposes
- demonstrate secure transcription skills
- edit and improve their own work
- possess a rich vocabulary
- be well prepared for the English curriculum at Key Stage 3.

THE ROLE OF THE ENGLISH LEADER

The English Leader is responsible for:

- leading the strategic development of English
- monitoring teaching and learning
- monitoring the implementation of the writing process
- ensuring progression across the curriculum
- supporting staff through coaching and professional development
- monitoring pupil outcomes
- leading curriculum development
- managing English resources
- keeping up to date with national developments.
- Monitoring and implementation of the Whole-School Writing Progression and Year Group

Progressions

The English Leader reports to governors on standards, provision and developments in English as part of the school's monitoring cycle.

PARENTAL INVOLVEMENT

Parents are involved in supporting their child in English in a variety of ways:

- Supporting their child to complete Guided Reading activities
- Regular reading books and library books are sent home
- Spellings
- English homework
- Workshops for parents
- Phonics meeting in Foundation
- Information sessions
- Parent/teacher consultations
- Book week/Creative Week
- Books and biscuit parent sessions
- Open Sessions
- Class assemblies

REVIEW

This policy will be reviewed as appropriate in response to local or national initiatives, evaluation of monitoring procedures and as detailed in the school improvement plan.

Regular reports are made to the governors on the progress of English provision.

This policy was reviewed by the English Subject Leaders JULY 2026

This policy will be reviewed every three years or in the light of changes to legal requirements.

CONCLUSION

This policy should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Assessment and Record Keeping
- Responding to pupils' work/ Feedback/ Marking policy
- Handwriting Policy
- Additional Educational Needs Policy
- ICT Policy
- Equal Opportunities Policy
- Health and Safety Policy