

Hampton Hargate Primary School

English Policy

Date: SPRING 2026
Review date: SPRING 2028

Hampton Hargate Primary School believes that all children, regardless of ability and behaviour are valued equally. Groups of pupils (eg. SEND pupils, children in care, EAL pupils etc) are not viewed as separate but are part of the whole school approach. As a Dyslexia Friendly School, we understand the importance of pupils acquiring literacy and numeracy whilst promoting a broad and balanced curriculum, accessible to all. We recognise that different children's needs are met through varied and flexible provision and the use of different styles of teaching & learning throughout the curriculum. Every Child Matters (ECM) is an important part of the school ethos and we encourage all staff, governors, visitors, helpers etc to play their part in promoting this. This policy therefore applies to all our children, regardless of their gender, faith, race, culture, family circumstances or sexuality.

This school is committed to safeguarding and promoting the welfare and safety of all children and expects all staff to share in this commitment. All staff must follow the guidelines set out in the relevant section of **myconcern®** which is available online.

At Hampton Hargate Primary School, we believe that a quality English curriculum should develop a child's love of reading, writing, speaking and listening. We want to inspire children to be confident in the art of speaking and listening and to develop their language and communication skills. Our vision is to encourage children to read widely and often, for enjoyment, for information gathering, and as a tool for enhancing the richness of their written work.

Our children will:

- Develop an understanding of the four strands of the Oracy Framework to enable successful discussion, inspiring speech and effective communication.
- Enjoy a love of reading and writing in order to unlock their imagination and potential to succeed
- read with fluency and expression from a wide range of genres, with a rich variety of language so that they are captivated by reading
- develop a love of literature that celebrates the diverse world in which they live and which reflects their lived experience
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas, making connections with their own experiences while learning to listen, respond, persuade and negotiate
- write for a wide range of audiences and purposes, recognise the impact their writing will have on the reader and have the ability to adapt their language and style to communicate their ideas, write creatively and within a wide range of genres.
- master the phonetic and alphabetic code and the English language, by enabling them to explore patterns, structures and origins in order to read, write and spell with confidence.
- leave school being able to use fluent, cursive and legible handwriting.

Pupils will acquire a secure knowledge-base taken from, but not limited to, the National Curriculum, developing a progression of skills in English so that, over time, they know more and remember more about language, literature, written and spoken communication.

Literature is probably the most powerful medium through which children have a chance to inhabit the lives of those who are like them. All children need to imagine themselves as the main protagonist in a story: celebrating a birthday, going shopping, being ill, having a tantrum, having their hair cut, worrying about a new sibling, being the superhero, going camping, visiting the seaside and having adventures.

Children also need to learn about the lives of those whose experiences and perspectives differ from their own. Choosing stories and non-fiction that explore such differences begins to break down a sense of otherness that often leads to division and prejudice.

From the DfE's Teaching the Foundations of Literacy

Overarching principles about learning:

- Learning retention is the ability to store new information in one's long-term memory so a person can easily recall it and put that knowledge to use in the future.
- Spoken Language is a crucial skill which underpins Reading and Writing
- Four key principles of memory underpin curriculum design: what content pupils need to **know**, what they pay attention to, avoiding overload, allowing for practice.

- We establish firm foundations by tapping into children's lived experience, revisiting prior learning and forging strong links between other curriculum areas to form an interconnected web

The English leadership team includes an English Lead, Reading Lead and Dyslexia Specialist, KS1 Phonics Lead and EYFS Phonics lead. We therefore have staff leading the subject from across Key Stages and within the Senior Leadership Team, working together to create and deliver a coherent strategy across the school. Our English policy is underpinned by the National Curriculum which aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- have the ability to articulate ideas, develop understanding and engage with others through spoken language and recognise this as the foundation of learning across the curriculum

As a school, we are fully aligned with the objectives and expectations of the National Curriculum and EYFS Framework.

There are four key areas which underpin progress in English

- Spoken language, which also incorporates listening skills, also referred to as 'oracy' as defined by Voice 21's Oracy Framework. The EEF states '*It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum.*'
- Reading is fundamental to success in education. All must achieve fluent reading by the end of Y1 with deepening comprehension across a range of texts. Children need to read for pleasure and with critical appreciation across a wide range of texts.
- Writing from first-hand experiences and using quality texts as a model, motivates pupils to write purposefully.
- Spelling accurately and writing fluently enables pupils to make writing automatic and frees their working memory to concentrate on the content of their writing

Oracy: Speaking and Listening

Our approach to Oracy provides a structure through which we can understand what constitutes good speaking and listening in different contexts. We have broken down the

skills within oracy into four interlinked strands: physical, linguistic, cognitive and social and emotional. Our progression of skills ensures, as pupils progress through school, their understanding and application of oracy skills will be built upon using the specific vocabulary they need to talk the talk.

- EYFS: The emphasis is on fundamental oracy skills, such as speaking loud enough to be heard, beginning to join ideas together, asking questions and taking turns
- KS1: At this stage, the emphasis is on beginning to have more self and audience awareness, considering which language is appropriate and thinking about speech being structured and purposeful
- KS2: This is further developed to ensure pupils can adapt to different situations and audiences, tailoring their speech to a particular audience and being more aware of group dynamics and how to influence these

At Hampton Hargate Primary School, we teach 'talk' in three distinct ways:

- Learning **TO** talk, listening, and communication
- Learning **ABOUT** talk, listening, and communication
- Learning **THROUGH**, talk, listening, and communication

We recognise that these skills are not limited to one area of learning, but permeate the entire curriculum, as well as giving our pupils a voice.

Early reading journey at Hampton Hargate

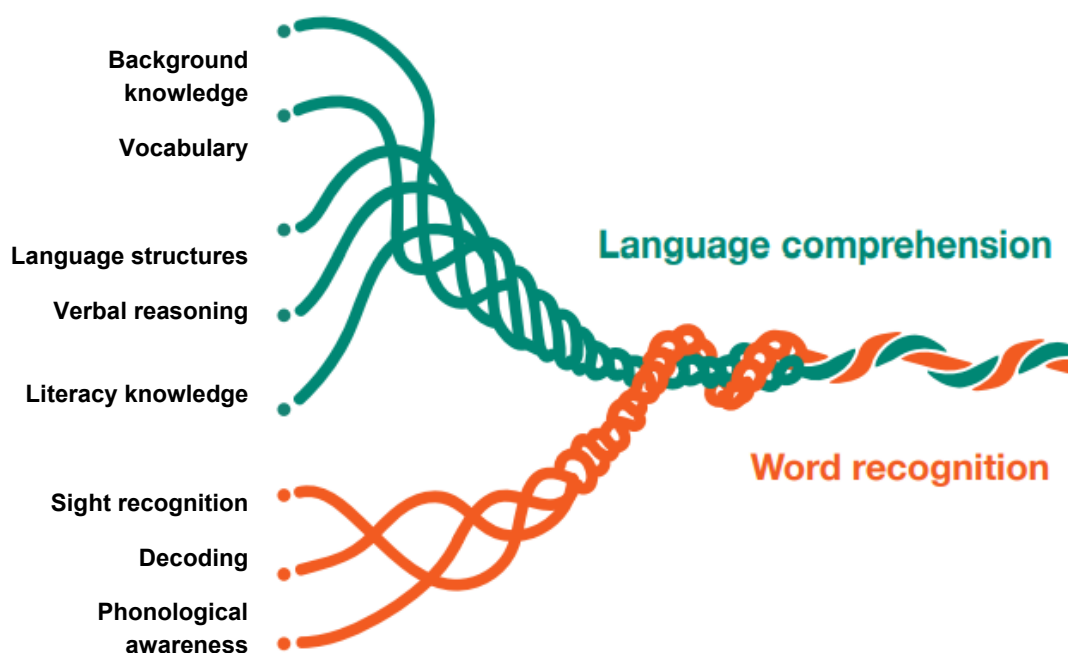
Our approach to early reading is systematic and rigorous involving:

- Phonics as the primary strategy for the teaching of early reading of all pupils using a government approved systematic structured phonics scheme (Little Wandle)
- Daily phonics lessons in Reception & Year 1 with opportunities to revise Grapheme Phoneme Correspondences (GPCs) in reading practise
- Teaching and revision of spoken and written vocabulary in a text rich context (supported by Word Aware) and opportunities to develop their own 'voice' by creating oral stories (supported by Helicopter Stories)
- 100% decodable books match the phonics mastered by pupils and therefore is aimed at a phonics level slightly lower than the GPCs encountered in phonics lessons
- Emphasis on accurate and speedy decoding, prosody and comprehension practised 3 times a week as soon as oral blending achieved
- Keep up interventions for any children at risk of falling behind. This includes continued quality phonics teaching, following daily 'Catch Up' and 'Rapid Catch Up' interventions from the Little Wandle Scheme.

- Building on Phase 1 skills as well as using 'Talk for Stories,' a structured teaching approach, used to extend vocabulary and develop 'book talk' for children who are not ready to blend, so that they can understand the books they will soon be able to read for themselves.
- For children still unable to blend from Y1 onwards, alternative approaches complement their phonic knowledge, such as the use of highly-structured texts, analytic phonics as well as specialist dyslexia teaching approaches.
- By the end of Year 1, children achieve fluent, phrased reading at Turquoise book-band
- Early identification of any children who are not in-line to reach end of year expectations and referral for SEND support in-house (SENDCo, Dyslexia specialist) and through external agencies

Year 2 and beyond: The Many Strands Woven into Skilled Reading

From Year 2, pupils explicitly develop 'Text Detective' skills to promote deeper understanding across a broader range of texts.



'Text Detectives' is a pedagogy for teaching language comprehension skills in text reading. These skills are introduced in Year 2, one skill at a time, and then pupils are taught to interleave these skills when they approach reading in any context, whether in individual, guided or shared reading.

In Text Detectives we:

- Make links (to our background knowledge of books, the world and to ourselves)
- Predict, Ask Questions and Read on to find out...
- Visualise

- Think like a detective (inference)
- Notice breakdown and repair it
- Watch out for Very Important Phrases (VIP), words or ideas
- Put together the gist (summarise)
- Research

Reading for Pleasure

Reading for pleasure opens up new worlds and gives children the opportunity to use their imagination to explore new ideas, visit new places and meet new characters. Research links reading for pleasure with children's success throughout their time at school and into adulthood.

Pupils' right to choose what they read is crucial for inspiring a love of reading, and makes the activity more palatable for reluctant readers. In the early stages of reading, teaching staff support children with their choice of phonically decodable text, because we recognise they need to practise on texts which are matched to their phonic knowledge. Once Phase 5 phonics has been mastered, pupils select their own home reading books from a wide-range of publishers. **Reading for pleasure** runs alongside this type of reading, with regular opportunities to read, share and enjoy quality texts, including books children can select to take home. As such, our school library plays a vital role in offering a large selection of engaging books, across different text types and subjects, from diverse authors and publishers, to reflect the interests of all pupils.

Teachers' enthusiasm for reading current children's literature is one of the greatest motivators for pupils to read and underpins our curriculum design. Pupils of all ages benefit from the pure enjoyment of sharing a class story. The purpose of this daily time is to entertain, to inform and to share ideas and to instil a love of books. This helps pupils who are less fluent at reading by modelling intonation and excitement, which can further inspire a love of reading. Peer recommendations too, are a powerful tool when engaging pupils in reading for enjoyment. Our school community shares recommendations of specific books and authors through many different activities and events over the school year.

We also have a strong tradition of organising author visits, having book days, welcoming reading buddies into school and using reading rewards.

Culture and inclusivity

Our core texts are updated to include contemporary authors from a diverse background that become integral to the whole curriculum, capitalising on cross-curricular links. In addition, we invite our families to donate books which reflect their lived experiences and these are collated on our 'gift a book' bookshelf, celebrated and shared across the school. These texts might be around cultural diversity, gender, wellbeing, learning differences or disability.

Writing

Writing skills encompass:

- Writing composition which include articulating ideas and structuring them in speech and writing
- Transcription which include spelling and handwriting, (using *No Nonsense Spelling* and *Letterjoin*)

In addition, the following skills:

- Vocabulary
- Grammar and a good knowledge of Standard English
- Punctuation

Our pupils will write effectively for a range of purposes and audiences across all genres. They will be able to write creatively, concisely and have the skills to summarise, discuss and persuade. Children will learn how to write for an audience and hook their reader, by accessing quality texts as readers in order to learn the craft.

Our teaching staff will provide rich opportunities to enhance pupils' spoken language through engaging and first-hand experiences, making genuine links to the curriculum.

Children will make meaningful connections between reading and writing and will embed their writing skills within the curriculum.

All pupils will become fluent in the transcriptional components of writing, spelling and grammar so they will become increasingly accurate, automatic writers. This will enable pupils to free up their working memory to focus on the composition of their writing.

Children will learn to:

- write accurately, fluently, effectively and at length for pleasure and information
- develop skills in effective composition by articulating and communicating ideas, and then organising them coherently for a reader
- write for a wide range of purposes and audiences, including: well-structured formal expository and narrative essays; stories, scripts, poetry and other imaginative writing; notes and polished scripts for talks and presentations and a range of other narrative and non-narrative texts, including arguments, and personal and formal letters
- apply an increasingly wide knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
- gain an understanding of the relationships between words and, as they become experts in writing, they will develop an understanding of nuances in meaning and figurative language.
- have fluent, legible and, eventually, speedy handwriting
- use Standard English confidently in their own writing and speech and in a range of formal and informal contexts
- plan, draft, edit and proofread, considering how their writing reflects the audiences and purposes for which it was intended, and improve the coherence and overall effectiveness of their writing by amending the vocabulary, grammar and structure
- have a curiosity for investigating and analysing English spelling patterns and rules and adopt these into their writing

- consolidate and build on their knowledge of grammar and vocabulary, studying the effectiveness and impact of the grammatical features of the texts they read as a model
- discuss reading, writing and spoken language with precise and confident use of linguistic and literary terminology

Assessment and monitoring

We use a range of summative and formative assessments to:

- measure the impact on learning
- support school-level decision making
- inform classroom teaching

The school has robust systems in place to formally assess phonics, reading and writing which is scrutinised termly. Summative assessments alongside day-to-day formative assessments inform teacher assessments, planning and the next steps in the learning journey.

This policy will be reviewed in April 2028.