



**All Saints CE (VC) First School,
Busy Bees Nursery & Kingfisher
Club**

**Policy on
English**

Date: February 2026

To be reviewed: February 2028

1. Purpose of the Policy

This policy outlines how English is taught at All Saints CE First School. It sets out the curriculum intent, implementation and impact, and demonstrates how the school ensures that all pupils develop secure foundations in spoken language, reading, writing and handwriting.

2. Curriculum Intent

Our English curriculum is ambitious, coherent and inclusive. It is designed to ensure that all pupils, including those with SEND and disadvantaged pupils, acquire the knowledge and skills necessary to become fluent readers, confident writers and effective communicators.

We intend that pupils:

- Develop strong early language and phonics knowledge
- Learn to read fluently, accurately and with understanding
- Write clearly, coherently and accurately for a range of purposes
- Develop secure spelling, grammar, punctuation and handwriting skills
- Build confidence and competence in spoken language

The curriculum is carefully sequenced from Pre-School to Year 4 so that learning builds progressively and prepares pupils well for the next stage of their education.

3. Curriculum Implementation

Spoken Language

Oracy is prioritised across the school. Teachers explicitly model and teach vocabulary and sentence structures and provide regular opportunities for pupils to:

- Articulate ideas clearly
- Listen and respond appropriately
- Use talk to rehearse language and support writing

Spoken language underpins reading and writing across the curriculum.

Phonics and Early Reading

Phonics is taught using **Little Wandle Letters and Sounds Revised**, implemented with fidelity across Pre-School, Reception and Key Stage 1, and continued beyond where required.

Key features include:

- Daily, systematic phonics lessons
- Consistent routines, resources and language
- Regular assessment to identify pupils at risk of falling behind
- Immediate keep-up interventions

In Reception, **Little Wandle letter formation** is taught alongside phonics. This ensures that pupils learn to form letters correctly from the outset, supporting accurate writing and fluency.

Decodable reading books are closely matched to pupils' phonics knowledge to ensure early success in reading.

Reading

Reading is a priority across the school. We use the **Little Wandle Letters and Sounds Revised Phonics and Fluency programme** alongside whole-class and guided reading to develop accuracy, fluency and comprehension.

Teachers ensure that:

- Reading strategies are taught explicitly
- Vocabulary development is prioritised
- Texts are carefully selected to be challenging and engaging

Reading for pleasure is promoted through daily story time, access to high-quality texts and exposure to a wide range of authors and genres.

Writing

Writing is taught using **The Literacy Tree – Writing Roots** programme. High-quality literature is placed at the centre of learning, ensuring pupils are immersed in rich language and meaningful contexts.

Teaching focuses on:

- Purpose and audience
- Vocabulary and sentence construction
- Grammar and punctuation taught in context
- Planning, drafting, editing and publishing

Writing opportunities are carefully sequenced to ensure progression in stamina, structure and accuracy across the school.

Handwriting

Handwriting is taught explicitly to ensure pupils develop fluent, legible and efficient writing.

- In **Reception**, correct letter formation is taught through the **Little Wandle letter formation** and is closely aligned with phonics teaching.
- From **Year 1 to Year 4**, handwriting is taught using the **Twinkl Handwriting Programme**.

This ensures:

- A consistent approach across the school
- Correct posture, pencil grip and letter formation
- Progression from print to joined handwriting where appropriate

Teachers model high expectations for handwriting, and pupils are given regular opportunities to practise and apply their skills across the curriculum.

Spelling

Spelling is taught systematically to support transcription and writing fluency:

- **Year 2:** Little Wandle Letters and Sounds Revised Year 2 Spelling Programme
- **Years 3 and 4:** Spelling Shed

These programmes ensure pupils learn spelling rules, patterns and strategies, with opportunities for retrieval and application in independent writing.

Assessment

Assessment is purposeful and informs teaching. It includes:

- Ongoing formative assessment
- Regular phonics assessments linked to Little Wandle Letters and Sounds Revised
- Termly reading and writing assessments
- Moderation of writing to ensure consistency and accuracy

Assessment information is used to identify gaps, adapt teaching and deploy targeted interventions.

Inclusion

All pupils access a high-quality English curriculum. Teaching is adapted through:

- Scaffolding and modelling
- Targeted adult support
- Appropriate interventions

This ensures pupils with SEND and disadvantaged pupils achieve well and make strong progress from their starting points.

4. Curriculum Impact

The impact of the English curriculum is seen in:

- Strong outcomes in phonics, reading and writing
- Pupils who read fluently and with confidence
- Writing that demonstrates clear progression in structure, accuracy and presentation
- Handwriting that is increasingly fluent and legible
- Pupils who articulate ideas confidently using appropriate vocabulary
- Diminishing gaps between different groups of pupils

By the end of Year 4, pupils are well prepared for the next stage of their education, having secured the essential knowledge and skills needed to access the upper Key Stage 2 curriculum.

5. Monitoring and Review

The quality and impact of English are monitored through:

- Lesson visits and learning walks
- Work scrutiny
- Pupil voice
- Assessment and progress data

This policy is reviewed regularly to ensure it reflects statutory requirements, current research and best practice.