



# English Policy

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## English Policy

At Morven Park Primary, we strive for excellence in education by creating a safe, secure, and caring environment where every individual is valued and respected. Through a rich and purposeful English curriculum, we empower pupils to communicate effectively and express themselves with confidence. By immersing children in language, literature, and talk, we enable them to reach their full potential while developing a lifelong love of reading, writing, and learning.

### Aims

This policy aims to ensure that all children at Morven Park Primary School experience a curriculum rich in language, literature, and purposeful talk. Through the Talk for Writing approach, we provide opportunities for children to internalise language patterns, develop their vocabulary, and apply English skills across a broad and balanced curriculum. We strive for our children to become 'Primary Literate Pupils'—confident communicators and writers who achieve the best possible outcomes throughout their time at our school.

By the time a child leaves our school, we want them to be able to:

- take pleasure in all aspects of English, including speaking, listening, reading, and writing;
- read and write with confidence, fluency, and understanding, using a range of independent strategies to self-monitor and improve;
- develop imagination, creativity, and critical thinking by using oral storytelling and written composition to innovate and develop their own story ideas;
- have a love of books and read widely for pleasure and information;
- have an interest in words and their meanings, enabling them to develop a growing vocabulary for spoken and written communication;
- understand and use a range of text types and genres, writing in different styles and for varied purposes and audiences;
- use appropriate technical vocabulary to articulate ideas and responses clearly;
- demonstrate that knowledge gained from reading and oral work is reflected in written outcomes.

### Statutory requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and the Statutory Framework for the Early Years Foundation Stage (2021).

### Early Years Foundation Stage

In the Early Years, children are immersed in a language-rich environment where talk is central to learning. Through Talk for Writing, they:

- engage in purposeful talk, listening carefully and responding to others;
- use communication, language, and literacy across all areas of learning;
- listen to and join in with stories, rhymes, and poems, internalising patterns of language;
- explore mark-making and early writing in contexts that are meaningful and linked to oral storytelling.

### **At Key Stage One (Years 1 and 2)**

Children continue to develop confidence in speaking and listening, using talk to rehearse ideas before writing. They:

- immerse in stories and texts, internalising language patterns and structures to support confident reading and writing, before moving into the imitation and innovation phases;
- read and write independently with enthusiasm, applying taught strategies to improve accuracy and fluency;
- use language to explore real and imaginary experiences, innovating their own narratives and information texts.

### **At Key Stage Two (Years 3–6)**

Children refine their ability to adapt spoken and written language for different purposes and audiences. Through Talk for Writing, they:

- deepen their understanding of text structure and language features by orally rehearsing before writing;
- read widely and respond to texts at a deeper level, exploring layers of meaning and authorial intent;
- use talk to develop ideas, clarify thinking, and strengthen vocabulary choices;
- craft writing that demonstrates control, creativity, and technical accuracy across a range of genres.

## **Reading and Phonics**

### **Intent**

At Morven Park Primary School, we are passionate about ensuring all children become confident and enthusiastic readers and writers. We believe that phonics provides the foundations of learning to make the development into fluent reading and writing easier. Through daily, systematic, and consistent high quality phonics teaching, children learn to segment words to support their spelling ability and blend sounds to read words. To allow our children to develop a strong phonic awareness and effective blending and decoding skills, we have elected to use a synthetic phonics programme called Rocket Phonics. This story-based scheme supports our children in learning to read fluently so that they can put all their energy into comprehending what they read. We passionately believe in teaching children to read and write independently, enabling them to access a broad and exciting curriculum and ensuring they flourish as learners throughout their time at our school. These fundamental skills not only hold the keys to the rest of the curriculum but also have a huge impact on children's self-esteem and future life chances.

Our intent is to enable children to read easily, fluently and with good understanding, develop the habit of reading widely and often, for both pleasure and information, and appreciate our rich and varied literary heritage.

Reading is at the heart of Morven Park's curriculum with reading skills developed across a range of subjects. Our curriculum has been developed to recognise the importance of Reading in every aspect of daily life and to develop children's love of reading. We recognise the importance of nurturing a culture where children love to read.

### **Implementation**

This starts from the very beginning as children enter our EYFS, with nursery children supported to develop their early reading skills by learning about sounds and rhymes. Phonics is taught daily in Reception and Key Stage 1, through the 'Rocket Phonics' scheme. Children are first taught to hear sounds and blend them together in sequence to make a word. We start with blending oral sounds, then progress to reading the letters and blending them together to read the word. As children build up their knowledge of sounds, they can apply their decoding skills to any unfamiliar word.

We ensure that pupils read books that are well matched to their increasing knowledge of phonics

and ability to read 'tricky words' so, they experience early reading success and gain confidence that they are readers, as well as consolidating the learning that takes place in school. In EYFS and Key Stage 1, children take home a Rocket Phonics scheme reading book that is matched to their phonic ability.

As our pupil's transition from 'learning to read', through the Rocket Phonics programme, to 'reading to learn', children participate in daily guided reading lessons. During guided reading, the focus is on children developing their reading skills and developing a deep understanding of the text that they are reading.

At Morven we ensure that our English teaching and learning provides many purposeful opportunities for reading, writing and discussion. We use a wide variety of experiences, quality, diverse texts to motivate and inspire our children.

We work hard to foster a love of reading within our pupils. We have reading for pleasure timetabled daily, teachers read out loud regularly to their class, and we ensure there are many opportunities for children to listen to and share a variety of stories and texts. Teaching a range of genres across the school, both in English and other curriculum areas; resulting in pupils being exposed to, and knowledgeable about, literary styles, authors, and genres. They can express preferences and give opinions, supported by evidence, about different texts. Reading events, throughout the year encourage and promote enjoyment and opportunities to develop lifelong learning.

### **Impact**

Through the consistent, systematic, and daily teaching of the Rocket Phonics programme, our aim is for children to become fluent, confident readers by the end of Key Stage One. Children are assessed at the end of Year 1 using a Government Statutory Assessment Tool known as the Phonics Screening Check. This screening check confirms whether the child has learnt phonic decoding to an appropriate standard and will identify sounds needing further support in Year 2. Those who do not pass the screening will have further support in Year 2, allowing for them to consolidate and develop their confidence, ready to retake the screening at the end of Year 2.

Through the Rocket Phonics programme, children will be equipped with the skills to decode unfamiliar words using strategies that they have been taught in their daily lessons. This way, children can focus on developing their fluency and comprehension as they move through the school.

This leads to children taking pleasure in exploring the rich literary world around them with a firm phonic basis to support them, being able to read fluently both for pleasure and to further their learning.

### **Subject organisation**

The English curriculum is taught in line with the National Curriculum English Document (2014), ensuring continuity and progression from the Early Years Foundation Stage through to Year 6 (see EYFS policy). Teachers use the Talk for Writing approach, immersing children in high-quality model texts and enabling them to internalise language patterns through oral rehearsal. Pupils then move through the stages of imitation, innovation, and invention, practising key aspects of writing before creating their own independent pieces. Adaptations, such as the use of Colourful Semantics, are employed where appropriate to support understanding of sentence structure and ensure all pupils can succeed.

### **Approaches to Speaking and Listening**

The School aims to help children:

- develop both simple and more sophisticated language for a range of purposes;

- use spoken language confidently for describing events, expressing opinions, articulating feelings, and exploring ideas;
- use talk as a tool to support social and emotional development;
- speak clearly using Standard English, accurate vocabulary, and grammar;
- enjoy language and use it creatively;
- listen attentively and respond thoughtfully to others.

Speaking and Listening underpin the entire English curriculum. The four strands—Speaking, Listening, Group Discussion and Interaction, and Drama—are woven throughout all learning. Through interactive and purposeful talk, children internalise language patterns, deepen understanding, in order to raise standards in reading and writing. We aim to equip every child with effective communication skills that prepare them for success in later life.

### **Approaches to Writing at Morven Park Primary School**

Our aim is to make writing purposeful, enjoyable, and creative by providing a wide range of opportunities for children to write for different audiences and purposes. We want every child to develop confidence as a writer and to understand writing as a powerful means of communication. Talk for Writing underpins our approach: We teach children to ‘read as a reader’ and ‘read as a writer’, delving deeply into model texts to explore how authors craft language and use literary devices. Through discussion and analysis, children learn to identify patterns, structures, and techniques that make writing effective. This helps them internalise the language and style of different genres.

We co-construct writing toolkits with children through model texts and discussion, giving them ownership of strategies and enabling them to confidently experiment with language and apply features suited to their purpose and audience.

Teachers model writing regularly, demonstrating high expectations and explicitly showing how to use the toolkit and success criteria. This shared writing process makes the author’s choices visible and encourages children to think critically about their own writing.

We maintain high standards of presentation. To ensure consistency in letter formation across the school, we use Letter-Join as a reference: print is taught in Early Years and Year 1, with pre-cursive introduced and joins taught from Year 2 onwards. Children practise handwriting regularly, write in pencil until they earn a pen licence, and all staff model excellent handwriting and presentation when marking.

Grammar and spelling are taught in context, integrated into writing lessons so children understand how these skills enhance meaning and clarity. Teachers use National Curriculum objectives for progression and Spelling Shed for daily practice from Year 2 onwards, building on phonics from KS1. When exploring model texts and co-constructing toolkits, we also examine the author’s grammatical choices, helping children see how sentence structures and punctuation contribute to style and impact.

### **Cross-curricular English Opportunities**

Teachers seek opportunities to make meaningful cross-curricular links, planning for pupils to practise and apply the skills, knowledge, and understanding gained in English lessons across other areas of the curriculum.

### **Using Technology to Support English**

Teachers plan purposeful opportunities to use technology to enhance English teaching and learning, ensuring that all digital activities are rooted in developing language, reading, and writing skills.

## **Assessment and Target Setting**

Teachers set annual targets for pupil progress and attainment as part of the appraisal process. Termly pupil progress meetings are held, and assessments against national criteria take place at the end of each term (December, March, and July).

Statutory assessments include the end-of-Key Stage 2 tests and ongoing EYFS assessments: baseline in September, then at the end of autumn, spring, and summer terms to monitor progress against the Early Learning Goals. At the end of Year 1, pupils complete the Phonics Screening Check, with a re-sit in Year 2 for those who do not meet the threshold.

To support phonics assessment, Phonics Tracker is used as a diagnostic and monitoring tool. It provides ongoing, cumulative data that moves with the child year after year, highlighting gaps and enabling a streamlined approach to intervention. This ensures that progress tracking remains meaningful and focused on closing gaps effectively.

Assessment is integral to planning and teaching. Writing is assessed regularly and moderated across year groups to ensure consistency and accuracy. Teachers use the Teacher Assessment Frameworks (TAFs) to make secure judgments about progress and attainment.

## **Intervention Programmes**

Targeted intervention programmes are implemented to support pupils identified by class teachers and the Senior Leadership Team during Pupil Progress Meetings. These may include additional handwriting practice, pre- and post-teaching sessions, 1:1 marking, FFT Lightning Squad, Reading Quest, Phonics Booster Groups, additional individual reading, and targeted tutoring. Interventions are tailored to the specific needs of pupils or groups, informed by ongoing teacher and TA assessments, ensuring a focused and responsive approach to closing gaps and accelerating progress.

## **Equal Opportunities**

All children have equal access to the English curriculum. We are committed to promoting inclusivity and ensuring that learning opportunities are suitable for all pupils, regardless of gender, ethnicity, disability, religion, or home background, in line with the Equality Act and protected characteristics. Our approach reflects British Values by fostering respect and tolerance within all aspects of English teaching.

Through our reading spine and guided reading sessions, we provide texts that represent diverse cultures, perspectives, and experiences, ensuring pupils encounter literature that promotes equality and celebrates diversity. These opportunities encourage discussion, empathy, and understanding, supporting pupils' spiritual, moral, social, and cultural development.

## **Conclusion**

This policy also needs to be in line with other School Policies and therefore should be read in conjunction with the following School Policies:

- Teaching and Learning
- Assessment
- Special Educational Needs
- Feedback

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