

William Cassidi Church of England Primary School

English Policy

'Life in all Fullness'
(John 10:10)



As a school, we want to provide learners with the very best education. To let them experience life in all its fullness and living with all their heart. Our main core value of love underpins all that we do. Our school is Christ-centred and our core Christian values of love, respect, courage, service and resilience flow through every aspect of school life. It is on this bedrock that we provide an excellent education for our whole school family. We want our entire school community to be the very best that they can be and to recognise that they are precious, loved and valued.

Introduction

At William Cassidi Church of England Primary School, we believe that English is the foundation of learning and a gateway to life in all its fullness. Through the development of reading, writing, grammar and oracy, we seek to equip every child from Nursery to Year 6 with the communication skills needed to flourish academically, spiritually and socially.

Rooted in our Christian values of: Love, Respect, Resilience, Courage and Service, we aim to ensure that all pupils become confident, articulate learners who can express themselves with clarity, creativity and empathy.

Aims

Through the teaching of English, we aim to:

Love

- Foster a lifelong love of reading, language and storytelling.
- Celebrate children's ideas, experiences and cultural heritage through literature.

Respect

- Encourage pupils to listen attentively and value diverse voices and perspectives.
- Promote respect for language conventions and high standards in communication.

Resilience

- Develop independent, reflective learners who persevere through reading challenges, writing drafting processes and language complexities.

Courage

- Empower children to speak confidently, read widely and write boldly for a range of purposes and audiences.

Service

- Enable pupils to use spoken and written language to serve their community; to advocate for others, contribute meaningfully and communicate with compassion.

English in EYFS

Intent and Implementation

Children will:

1. Develop spoken language through structured play, conversation, stories and rhymes.
2. Build early reading skills through systematic synthetic phonics, sound discrimination and book exploration.
3. Practise mark-making and early writing with increasing control and purpose.
4. Experience language-rich environments that model high-quality vocabulary and expressive language.

The Early Learning goals for Literacy, Communication and Language will be the main drivers for the English curriculum coverage within EY. However other ELGs offer application opportunity and the physical learning environment (including use of the indoor and outdoor continuous provision) is also conducive to the promotion of oracy, reading and writing skills within the National Curriculum.

English in EYFS

Impact

Children are assessed from Nursery through to the end of Reception against age appropriate markers and end points (following the Birth to Five and Development Matters Frameworks) There is clear progression from Nursery through to Reception and children within this phase of school consistently achieve above the national average locally and nationally for their GLD outcomes. This evidences the impact of the high quality EYFS curriculum, teaching and learning.

	School % of GLD	LA % of GLD	NA %GLD
2025	74%	69%	68%
2024	77%	67%	68%
2023	68%	70%	67%

English in Y1 – Y6

Reading Intent and Implementation

We aim for all children to develop:

Strong phonological knowledge and decoding skills. We use the SFA phonics scheme from Nursery through to Y1/Y2. This is a DFE approved scheme produced by FFT. We are a partner school and work collaboratively with FFT and other schools within the partnership programme. Systematic synthetic phonics is taught daily following the SFA Phonics scheme. This runs from Nursery through to Y2. Any child who may still require additional support with reading fluency in KS2 completes a group intervention three times per week using the structured scheme 'Lightening Squad', which is a scheme designed by FFT to continue to develop phonological awareness alongside reading knowledge and comprehension skills.

Fluency, confidence and stamina. Reading fluency is monitored throughout the school. Fluency continues to be a focus throughout KS2 in addition to knowledge and comprehension skills. At the end of Y2 children transition from their Phonics scheme on to Accelerated Reader. This scheme continually assesses estimated oral reading fluency (including words read per minute) in addition to knowledge and comprehension skills. Within the school day there are daily opportunities for shared, guided and independent reading.

Deep comprehension, knowledge and understanding of texts. Children read texts for reading growth. Children read texts within their zone of proximal development so that they continue to build their reading fluency, skills and knowledge with the same progressive precision as they do in EYFS and KS1. Children access daily reading time each day within the school setting. They therefore have regular exposure to high-quality literature across the curriculum and continuous assessment to ensure pupils progress through reading stages appropriately.

A love and appreciation of books, authors and genres. In addition to reading for growth via their phonics scheme and/or AR library - children also have access to the school library, which is 'the hub' for reading for pleasure. We also have a library bus, which visits once per month, outdoor reading books and lending libraries. Within school we have a reading for pleasure culture, including reading corners (indoor and

outdoor), author studies, library sessions, favourite five, newspaper club and storytelling events. We always celebrate Roald Dahl day, World Book Day, National Poetry Day and welcome the Scholastic Book Fair biannually. Every child receives a theatre experience once per year.

The ability to discuss, evaluate and compare/contrast texts. We want the reading diet of children to be rich and varied in genre and authors. Children will have access to a wide range of reading material. A reading spine runs throughout the school to ensure there is a contrast in reading materials. Class texts are varied in genre and children access a range of texts within their English lessons – both from a reading and writing perspective. Teachers adopt models of reciprocal reading, guided reading, I:I reading and reading comprehension during their delivery of English teaching.

By the end of Y6 we aim for children to have a reading age of 12+ years in order to be 'secondary ready' and gain access to the full KS3 curriculum. We achieve this through the reading culture established in school and rigorous monitoring and tracking in each year group. The Accelerated Reader Programme is a reading scheme, which is predominantly used in most secondary schools; it is therefore beneficial for KS2/KS3 transition.

English in Y1 – Y6

Reading Impact

Through our intent and implementation pupils will read fluently and confidently by the end of KS2. They will use reading to support learning in all subjects, take joy in reading and speak enthusiastically about what they read. The impact of the English curriculum and quality of teaching and learning in English can be evidenced via reading outcomes. Reading outcomes within our school are consistently in line with or above the local and national average.

Within the last 3 years, KS1 Phonics data has achieved above the local and national average.

	School Phonics %	LA Phonics %	NA Phonics %
2025	85%	80%	80%
2024	85%	81%	79%
2023	84%	81%	79%

Outcomes in KS2 reading have been above or in line with local and national averages:

Expected Standard for all pupils - three year trend

	School %	NA %
Three Year Trend	77%	74%
2025	75%	75%
2024	79%	74%
2023	78%	73%

Expected Standard for Disadvantaged Pupils - three year trend

	School %	NA %
Three Year Trend	78%	62%
2025	100%	63%
2024	64%	62%
2023	100%	60%

English in Y1 – Y6

Writing - including Grammar, Punctuation and Spelling Intent and Implementation

We aim to ensure that all pupils:

1. Write clearly, accurately and coherently for different purposes and audiences.
2. Understand and apply grammatical knowledge in context.
3. Use punctuation accurately to aid clarity and expression.
4. Use writing to express themselves creatively and thoughtfully.
5. Develop strong spelling skills through phonics, spelling rules and morphology.

6. Develop stamina, independence and pride in the writing process.

Writing taught through high-quality texts, real-life contexts and cross-curricular links. Children are given the opportunity to write often. Within KSI English children write directly into their books and follow a process of oral rehearsal of sentences before writing. This builds upon their starting point of being able to write a simple sentence by the end of the Reception year. As children move into lower key stage two they begin the process of drafting, editing and improving their original drafted pieces. One piece of extended writing is expected every 2 - 3 weeks within English books and writing application opportunities are also available through the wider curriculum.

Dedicated time for planning, drafting, editing and publishing writing. Pupils in UKS2 will draft and edit work until their work is published. Pupils in Y6 have a 'published writing book' and children in other year groups have the opportunity for published work to be shared via classroom and whole school displays and via their exercise books. Explicit teaching of editing and improving skills is taught throughout KS2. Pupils benefit from accessing an ICT suite, which enables them to draft using software - we find this particularly engages the boys with the writing process.

Regular teaching of transcriptional skills: handwriting, spelling and presentation. In EYFS and Y1, children follow the handwriting scheme provided by SFA phonics. This scheme enables the children to learn reading and writing skills in unison. Fine motor skills continue to be a focus and children are taught the correct posture for writing, pencil grip, letter sizes and use of finger spaces. As children progress further in KSI they gradually move to a form of cursive writing and begin to make joins. At this stage children achieve their 'golden pencil'. From Y2 onwards children begin to learn cursive handwriting using the Letterjoin scheme. Daily explicit teaching of handwriting occurs via English books so that writing is applied directly into curriculum work. Children achieve their pen licence once they are able to consistently join their writing. Spelling is taught through the SFA Phonics scheme. As children move into Y2 they begin to learn the spelling rules via the Jungle Club scheme (this is an extension of the SFA phonics scheme - fluency, grammar and spelling foci). As children progress into lower key stage two they continue with the scheme. We are currently working in partnership with SFA to develop a scheme for UKS2, which is set to be released in 2026/2027

academic year. These schemes are excellent for ensuring children have technical accuracy with their writing in relation to spelling, punctuation and grammar.

Modelling and scaffolding used to support all learners, including SEND and EAL pupils. Modelling is used effectively to ensure children are aware of 'what a good one looks like'. Each class has access to a visualiser and in addition to using this for modelling, the visualiser is an opportunity for best practice to be celebrated and shared. We also have a range of ICT tools available to support with reading and writing composition for children who may require some additional support. 'Seeing AI' is particularly useful for children who are working at pre-key stage level. 'Live Translate' is also available to support EAL pupils. All vulnerable groups of children are tracked in our school to ensure they receive the support they need in order to make good progress and achieve their full potential. Scaffolds such as success criteria and ITAFs are used effectively to support pupils with writing for a specific genre. As with all models and scaffolds, these are then removed to enable all children to independently produce their own compositions.

Use of extended writing sessions and opportunities for children to share their work. Children build a stamina for writing by being given regular writing opportunities within English lessons and across the curriculum. Staff within the school complete internal moderation once per term and join with other schools locally to moderate written work. Staff therefore have a secure understanding of age appropriate writing volume and quality. Children have the opportunity to share their writing within their lesson by reading aloud their work (placing them into role as an author) and using class visualisers. Pupil work is celebrated in displays across the school and during celebration worships and via the 'golden heart' system we run in each class across the school (Reception - Y6). We also award Cassidi Coins as an extrinsic reward. Working with other schools, we participate in an 'Ambassador' programme to share pupil work with local schools and compete against other schools in events such as poetry slam competitions. Children also have the opportunity to share their writing with visitors in school such as the school governors. We also have a school newspaper; The Cassidi Courant.

English in Y1 – Y6

Writing - including Grammar, Punctuation and Spelling Impact

Through our intent and implementation, pupils will demonstrate secure composition and transcription skills, produce writing of increasing sophistication throughout KS2, take pride in their written work and understand its purpose. Pupils will apply grammar and spelling knowledge independently and write with increasing accuracy and sophistication. The impact of the English curriculum and quality of teaching and learning in English can be evidenced via writing and spelling, punctuation and grammar outcomes. Outcomes within our school are consistently in line with or above the local and national average.

Expected Standard for all pupils – three year trend (Writing)

	School %	NA %
Three Year Trend	76%	72%
2025	88%	72%
2024	75%	72%
2023	67%	71%

Expected Standard for Disadvantaged pupils – three year trend (Writing)

	School %	NA %
Three Year Trend	67%	59%
2025	100%	59%
2024	64%	58%
2023	60%	58%

Expected Standard for all pupils – three year trend (Grammar, Punctuation and Spelling)

	School %	NA %
Three Year Trend	87%	72%
2025	88%	73%
2024	89%	72%

2023	83%	72%
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Expected Standard for disadvantaged pupils - three year trend (Grammar, Punctuation and Spelling)

	School %	NA %
Three Year Trend	89%	59%
2025	100%	60%
2024	82%	59%
2023	100%	59%

English in Y1 – Y6

Oracy - Intent, Implementation and Impact

We believe oracy is fundamental to learning, relationships and wellbeing. Children will learn to:

1. Speak clearly, confidently and with appropriate vocabulary.
2. Listen actively and respectfully.
3. Participate in discussions, debates, presentations and drama.
4. Use spoken language to explore ideas, solve problems and build understanding.

Structured talk opportunities in every lesson. In Early Years the prime area of communication and language is a foci area within our school and a thread that underpins all pedagogy in the EYFS. We build upon this in KS1 and KS2 by creating language rich environments. Speaking and listening tasks run through all aspects of the wider life of the school and the curriculum; especially within English. Practical strategies such as: think, pair, share and cold-calling ensure that all children can meaningfully contribute and take an active role with speaking and listening activities. Pupils are given lots of opportunities for public speaking via worships, performances and inter-school competitions.

Teaching of dialogic sentence stems and conversational routines are embedded into the school culture, pastoral systems and the wider curriculum. As the child to adult ratio in school is high; averaging one adult to every five children – there are lots of conversational routines established across every phase and language rich environments created. Dialogic sentence stems and verbal use of paraphrasing is explicitly taught so that high quality conversations and exchanges occur.

Performances, collective worship contributions, debates and storytelling offer ample opportunity for the development of oracy. A range of drama techniques are embedded into the delivery of collective worship – such as role play, improvisation, hot-seating, etc... in addition to public speaking opportunities. The school also provides a number of performance opportunities throughout the year including: Harvest Festival, Remembrance Services, Christmas performances, Family Worships, Easter Services and Leavers Services. Student councillors also take an active role in gathering and sharing pupil voice – a culture of ‘every voice matters’ is embedded within the school under the school vision of ‘Life in all Fullness’ and core value of ‘Respect’. Teaching and learning pedagogy also ensures that there are multiple opportunities for speaking and listening opportunities within the English curriculum and wider curriculum. Key vocabulary (Tier 3) are shared in knowledge organisers in each curriculum area. This vocabulary is applied in context by pupils when completing retrieval tasks.

Through our intent and implementation pupils will demonstrate confidence when speaking in different contexts, articulate opinions respectfully and listen thoughtfully and use spoken language to support learning across the curriculum.

Inclusion

We are committed to ensuring that all children, regardless of ability, background or need, experience life in all its fullness in English.

Provision may include:

- Targeted phonics and reading interventions
- Vocabulary support for EAL learners
- Additional scaffolding, pre-teaching or adapted texts
- Assistive technology or alternative recording strategies
- Challenge opportunities for higher attainers

Assessment

Assessment is continuous and purposeful:

- Phonics assessments
- Reading age and fluency checks
- Knowledge and Comprehension checks
- Writing moderation and annotated ITAFs

- Grammar and spelling assessments
- Pupil voice and engagement monitoring

Assessment informs future teaching and ensures pupils make strong progress.

Roles and Responsibilities

Teachers:

- Deliver high-quality English lessons
- Model excellent spoken and written language
- Use assessment to inform planning
- Provide inclusive and engaging experiences

English Lead:

- Oversee curriculum design, implementation and impact
- Support colleagues with CPD and resources
- Monitor teaching, learning and assessment
- Promote reading culture and whole-school literacy

Headteacher:

- Ensure the policy aligns with the Christian vision and values
- Support high standards in literacy across the school

Governors:

- Monitor English provision and outcomes
- Ensure statutory requirements are met

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Home-School Partnership

We recognise the vital role families play in supporting English. We encourage:

- Reading at home
- Attendance at literacy events and workshops
- Support with spelling, handwriting and speaking tasks
- Positive conversations about books and learning

Reviewing the Policy

This policy will be reviewed annually or sooner if needed to reflect curriculum updates or school priorities.

Policy approved by the Governing Body: January 2026
Date for Review: January 2027