



English Policy

2026-2027

Our School Vision Statement 'Together as a Cams Lane family, we will inspire everyone to reach their potential. Guided by our 5 Rs, we will develop independent learners with an awareness of the world around them, ready for the challenges of the future. We will nurture relationships that build confidence and pride within each person.'

Our School Motto Our motto is the golden thread which permeates our school ethos and drives everything we do in school.

"INSPIRE, BELIEVE, LEARN"

School Values

• Resilience • Resourcefulness • Respect • Reflection • Responsibility

Vision Statement

Our English curriculum inspires a love of reading and writing through rich, age-appropriate texts and the 'CLPE Power of Reading' strategies. We aim to foster deeper thinking and meaningful discussions, developing pupils' inference, prediction, and analytical skills.

Creative writing is rooted in these engaging texts, encouraging pupils to express themselves thoughtfully and imaginatively, often stepping into the role of a character.

Alongside this, we ensure a strong foundation in grammar, vocabulary, and spelling through structured, high-quality schemes, equipping pupils with the technical skills needed to communicate effectively. Our goal is to develop articulate, confident writers who take pride in their work and can adapt their writing for different audiences and purposes.

Intent

At Cams Lane it is our intention to deliver an engaging, high quality and ambitious curriculum to all children, ensuring all children including disadvantaged pupils, those with SEND and those facing other barriers are successful. It is important to recognize the importance of (subject) in every aspect of daily life. Through our broad and balanced curriculum, our intent is to give every child the opportunity to confidently explore and inspire them to discover what is around them, so they have a deeper understanding of the wider world we live in. This will develop the natural curiosity of the child, encourage independence and resilience. (add anything subject specific)

Setting high expectations in all subjects in a broad and balanced curriculum , gives all pupils, including disadvantaged pupils, those with SEND and those facing other barriers, the knowledge they need to achieve and thrive in later life.

Rationale

English is a fundamental life skill that underpins all areas of learning. It allows children to understand, interpret, and engage with the world around them, equipping them with the communication skills needed for success in life.

Through speaking, listening, reading, and writing, pupils develop the ability to express their thoughts, emotions, and ideas effectively. English fosters both intellectual and emotional growth, encouraging pupils to think critically, empathise with others, and develop a lifelong love of literature.

As a core subject, English provides the foundation for learning across the curriculum, ensuring that pupils can access, engage with, and apply knowledge in all subjects. A strong grasp of English enables pupils to become confident, articulate individuals, prepared for the demands of education and beyond.

Aims:

We aim to enable pupils to:

- Be confident, articulate communicators and active listeners that can engage with the wider world.
- Develop imagination, inventiveness, and critical thinking skills.
- Express opinions, articulate feelings, and respond to a variety of texts using appropriate vocabulary.
- Develop a broad and rich vocabulary in both spoken and written form.
- Read fluently, confidently, and with enjoyment, engaging with a variety of genres and text types.
- Write effectively for a range of audiences and purposes, demonstrating creativity, clarity, and coherence.
- Apply grammar, punctuation, and spelling rules accurately in their writing.
- Present their written work neatly and legibly, taking pride in their handwriting.

Subject ambassadors

Subject ambassadors at Cams Lane (from Year 6) promote enthusiasm and pupil voice within their allocated subject. They act as role models, support peers, help organise events , collaborate in assemblies and share feedback with subject leaders to inform curriculum development. The role strengthens engagement across the school while developing ambassadors' confidence, responsibility, and leadership skills.

Teaching and Learning

Planning and Delivery

- The National Curriculum (2014) provides the foundation for our English teaching.
- Pupils receive daily English lessons, incorporating reading, writing, grammar, punctuation, and spelling.
- Teachers use high-quality texts to inspire reading and writing.
- A variety of teaching strategies are employed, including modelled, shared, guided, and independent reading and writing.
- Cross-curricular literacy is implemented into foundation subjects to provide real purpose for writing

Inclusion and Support

- All pupils receive high-quality teaching, with differentiation to support varying needs.
- Pupils working below age-related expectations receive targeted intervention support.
- Support for EAL learners includes additional scaffolding, vocabulary development, and visual aids where appropriate.
- SEND pupils receive tailored provision, including adapted resources and additional adult support where appropriate.

Assessment, Feedback, and Progress Monitoring

We use a range of assessment strategies to track pupils' progress in reading, writing, and speaking/listening.

- Formative assessment is embedded in daily teaching, with teachers providing verbal and/or written feedback.
- Summative assessment takes place termly in reading and writing, tracking progress against National Curriculum objectives.
- Writing assessment is moderated internally and across the trust to ensure consistency.
- KS2 reading assessments include comprehension tasks, fluency checks, and inference-based questioning.
- Marking and feedback follow the school's marking and feedback policy, ensuring children receive meaningful guidance.
- Assessment data informs whole-class teaching priorities, group interventions, and extension opportunities for more able pupils.

- We regularly evaluate the impact of our English curriculum through monitoring, data review, and stakeholder feedback.

Reading

Reading is at the heart of our English curriculum. Pupils engage with a wide range of high-quality literature, including fiction, non-fiction, and poetry.

Teaching and Learning Approaches

- Phonics (EYFS & KS1) is taught systematically using the Little Wandle programme. It continues into Year 2 for any pupils who haven't completed the programme by the end of Year 1.
- Whole-class reading develops fluency, comprehension, and vocabulary.
- Regular, teacher-led reading sessions explicitly teach decoding, comprehension, and inference skills.
- Pupils engage in discussions about their reading, including analysis of characters, plots, and themes.
- Independent reading is encouraged through access to school and class libraries.
- Cross-curricular reading develops subject knowledge and research skills.

Home-School Partnership for Reading

Reading at home is a vital part of pupils' literacy development. Parents are encouraged to:

- Hear their child read regularly and discuss books together.
- Use home-school reading records in KS1 and KS2 to track progress.

Writing

Pupils develop their writing skills through structured units that build on high-quality texts, real-life experiences, and visual stimuli.

Teaching and Learning Approaches

- Modelled, shared, guided, and independent writing support pupils' development.
- High-quality model texts exemplify writing techniques, inspire creativity, and guide pupils through the writing process.
- Pupils write for a range of audiences and purposes, including narrative, non-fiction, and poetry.
- Grammar, punctuation, and spelling (GPS) are taught both within writing lessons and in discrete sessions.

- Pupils are taught the full writing process, including planning, drafting, editing, proof-reading, and publishing.
- Sustained, independent writing is promoted through extended writing
- Effective feedback enables pupils to make improvements and edits to their writing.

Spelling and Phonics

Early Years and KS1

- Daily discrete phonics/spelling teaching (20 minutes) using Little Wandle
- Phonics knowledge is applied in reading and writing.
- Common exception words are explicitly taught.

KS2

- Whole-class teaching of spelling conventions and rules.
- Spelling practice is embedded within handwriting and writing activities.
- Pupils with phonics gaps receive targeted intervention, when required.

Home-School Partnership for Spelling

Weekly spelling lists are sent home in KS2 to reinforce learning and engage parents in supporting spelling development.

Handwriting

- EYFS to Year 4 follow the Little Wandle letter handwriting scheme. It is taught as a discreet lesson, alongside the phonics programme in KS1 and continues as a separate lesson in LKS2 using the same familiar phrases from the core Little Wandle programme.
- Cursive writing is taught using a handwriting scheme as a basis.
- Pupils are taught correct letter formation, posture, and pencil grip from EYFS.
- In upper key stage 2 , pupils move on to revisiting joins previously taught and work on their handwriting fluency , writing legibly, fluently, and with increasing speed, deciding for themselves when and how to join letters or switch styles based on the goal.
- Pupils struggling with fine motor skills receive additional support.

Speaking and Listening

Teachers provide a language-rich environment where spoken language is modelled effectively. Pupils engage in a variety of speaking and listening activities, including:

- Group discussions and debates to develop reasoning, active listening, and respectful communication.
- Storytelling and oral presentations to build confidence in public speaking.
- Role-play and drama to explore texts and ideas.
- Opportunities to present work to an audience, developing public speaking skills and self-confidence.
- Pupils learn to adapt their spoken language for different purposes, audiences, and formal/informal settings.
- Drama techniques such as hot-seating, conscience alley, and freeze frames deepen understanding of texts.

Resources

Teachers use a range of high-quality resources to support English teaching, ensuring a rich and varied learning experience. Resources are reviewed and updated as needed to align with curriculum priorities.

Monitoring and Evaluation

- The Headteacher, SLT and English Lead monitor English teaching through lesson observations, drop-ins, book looks, pupil voice discussions, and data analysis.
- Priorities for improvement are identified through the English Action Plan, forming part of the School Improvement Plan (SIP).

Review Date

This policy will be reviewed annually to reflect curriculum changes and school priorities.

Reviewed: September 2026 Miss R Robinson