Misterton Primary and Nursery School

English Policy

2026-2027



PHILOSOPHY

At Misterton Primary and Nursery School, we believe that language and literacy are at the heart of learning. English provides the foundation for success across the curriculum and enables children to communicate effectively, access knowledge and participate fully in society. We are committed to developing confident readers, skilled writers and articulate speakers who develop a lifelong love of language and literature.

Through our school values of **Take Care** and **Be Exceptional**, we aim to create an environment where all children feel supported, challenged and inspired to achieve their best. We want every pupil to leave Misterton as a fluent reader, capable writer and effective communicator who is ready for the next stage of education.

OUR VALUES THROUGH ENGLISH

Take Care

English helps children develop respect for themselves, others and the world around them.

Children are encouraged to:

- Take care of their learning through perseverance and resilience.
- Take care of others by listening carefully and responding respectfully.
- Take care of themselves by developing confidence and independence.
- Take care of their community by sharing ideas, stories and experiences.

Be Exceptional

English provides opportunities for children to strive for excellence.

Children are encouraged to:

- Read widely and often.
- Develop ambitious vocabulary.
- Take pride in their speaking and writing.
- Challenge themselves as readers, writers and communicators.
- Aim for their personal best in all areas of learning.

INTENT

Our English curriculum is aligned with the National Curriculum for English (2014), the DfE Reading Framework, the DfE Writing Framework and Read Write Inc. We aim to ensure that all children:

- Read accurately, fluently and with understanding.
- Develop a love of reading and literature.
- Write confidently and effectively for a range of purposes and audiences.
- Speak clearly and communicate effectively.
- Acquire a rich and varied vocabulary.
- Develop resilience, independence and confidence.
- Access the wider curriculum through strong literacy skills.

We recognise the importance of both word reading and language comprehension and ensure that these aspects are developed systematically throughout the school.

EARLY READING AND PHONICS

Early reading is a priority at Misterton Primary and Nursery School.

In Nursery, children develop the foundations for reading through:

- High-quality interactions.
- Vocabulary-rich experiences.
- Storytelling.
- Songs and nursery rhymes.
- Listening and attention activities.
- Opportunities to develop communication and language skills.

In Nursery, we recognise that communication and language are the foundations of reading and writing. In line with the Early Years Foundation Stage Framework, children are provided with rich opportunities to develop speaking, listening, attention and understanding through high-quality interactions, storytelling, songs, rhymes, role play and purposeful talk. Staff use the ShREC approach to model ambitious vocabulary and encourage children to communicate confidently, preparing them for future success in phonics, reading and writing.

Phonics is taught through Read Write Inc. Children receive daily phonics lessons and are regularly assessed to ensure they are taught at the correct level.

Children are:

- Regularly assessed and regrouped.
- Provided with books matched to their phonic knowledge.
- Supported through targeted intervention where required.
- Encouraged to apply their phonics knowledge across the curriculum.

The school maintains fidelity to the Read Write Inc. programme to ensure consistency and effectiveness.

READING

Reading is prioritised throughout the school because we recognise its importance in unlocking learning and future success.

Children experience a wide range of quality texts:

- Fiction.
- Non-fiction.
- Poetry.
- Traditional tales.
- Contemporary literature.

Reading is promoted through:

- Daily story time.
- Whole-class reading.
- Individual reading opportunities.
- Reading across the curriculum.
- Library visits.
- Reading for pleasure initiatives – Extreme Reading, Minutes Reading.
- National events such as World Book Day.

Teachers model fluent reading and use quality texts to develop comprehension, vocabulary and critical thinking skills.

READING FLUENCY

Reading fluency is taught explicitly because fluent readers are better able to understand and enjoy texts.

Children develop fluency through:

- Teacher modelling.

- Echo reading.
- Choral reading.
- Partner reading.
- Repeated reading.
- Performance poetry.
- Reader's theatre.

Fluent reading enables pupils to read accurately, automatically, confidently and with expression.

WRITING

Writing is taught through carefully planned sequences that provide meaningful and engaging reasons to write.

The curriculum reflects the DfE Writing Framework and ensures that pupils develop:

- Transcription skills.
- Grammar, punctuation and spelling.
- Vocabulary.
- Composition.
- Editing and proofreading skills.

Children write for a range of purposes including:

- Narrative.
- Explanation.
- Information.
- Persuasion.
- Discussion.
- Poetry.

Writing lessons include:

- Immersion in high-quality texts.
- Vocabulary exploration.
- Oral rehearsal.
- Modelled writing.
- Shared writing.
- Guided practice.
- Independent application.
- Editing and publishing.

Children are encouraged to take pride in their work and understand the importance of writing for real audiences and purposes.

ORACY

We recognise that spoken language underpins reading and writing.

Children are provided with opportunities to:

- Explain their thinking.
- Participate in discussions.
- Present ideas.
- Perform poetry.
- Engage in drama and role play.
- Speak confidently to different audiences.

Oracy is promoted across the curriculum and supports the development of vocabulary, comprehension and writing.

VOCABULARY

Vocabulary development is central to our English curriculum and underpins learning across all subjects.

Children are supported to:

- Acquire and use a wide and ambitious vocabulary.
- Make links between known and new words.
- Explore shades of meaning and word choice.
- Understand subject-specific and academic language.

Explicit teaching of vocabulary supports pupils' comprehension, spoken language and written expression, enabling them to communicate precisely and effectively.

INCLUSION

We believe that all children can achieve success in English.

Teachers use adaptive teaching strategies to ensure that all pupils can access learning and make progress.

Support includes:

- Pre-teaching vocabulary.

- Targeted intervention.
- Additional reading practice.
- Precision teaching.
- Alternative recording methods.
- Additional adult support where appropriate.

High expectations are maintained for all learners, including pupils with SEND, disadvantaged pupils and higher attainers.

ROLE OF THE ENGLISH LEADER

The English Leader leads reading, writing and phonics across the school.

The English Leader:

- Leads the strategic development of English.
- Ensures Read Write Inc. is implemented consistently.
- Organises assessment and pupil progress monitoring.
- Supports staff through coaching and training.
- Monitors teaching and learning.
- Promotes reading for pleasure.
- Works with parents and carers to support literacy development.
- Reports regularly to governors and senior leaders.

The English Leader plays a key role in ensuring continuous improvement and high standards across the school.

ASSESSMENT

Assessment is used to ensure that teaching is responsive and effective.

Assessment includes:

- Ongoing teacher assessment.
- Live Marking.
- Read Write Inc. assessments.
- Reading fluency assessments.
- Writing assessments.
- Pupil conferencing.
- Statutory assessments.

Assessment information is recorded and monitored using Arbor.

Assessment information is used to:

- Identify strengths and next steps.
- Inform planning.
- Monitor progress.
- Identify pupils requiring additional support.
- Evaluate the effectiveness of provision.

MONITORING AND EVALUATION

The quality of English provision is monitored through:

- Lesson visits.
- Learning walks.
- Work scrutiny.
- Pupil voice.
- Assessment analysis.
- Read Write Inc. monitoring.
- Professional discussions.
- MSRs

Monitoring information is used to identify strengths, provide support and inform future priorities.

IMPACT

The impact of our English curriculum is reflected in pupils who are confident readers, effective communicators and successful writers.

As a result:

- Children read fluently and with understanding.
- Pupils enjoy reading and read for pleasure.
- Children write confidently for a range of purposes.
- Vocabulary and communication skills continue to develop.
- Pupils make good progress from their starting points.
- Children are prepared for the next stage of education.

The impact of provision is evaluated through assessment outcomes, Arbor data, pupil voice, work scrutiny and statutory assessments.

GOVERNOR RESPONSIBILITIES

Governors receive regular reports on English outcomes and monitor the effectiveness of reading, writing and phonics provision.

Governors support school leaders in ensuring:

- High standards of achievement.
- Effective use of resources.
- Continuous improvement.
- Compliance with statutory requirements.

Through effective leadership, high-quality teaching and a commitment to our values of Take Care and Be Exceptional, we aim to ensure that every child develops the literacy skills needed to thrive both within school and beyond.

Policy written by: **C. Jones**

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