

	Offley Endowed Primary School Policy		Reviewed Sept 2026 Next review Sept 2028	
Policy Title:	English		Users:	Staff, Governors

Introduction

This policy outlines the teaching of English at our school and should be read alongside the Reading Policy. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the English subject leader.

Intent

The teaching of English falls under the school's general curriculum intent. More specifically, through our teaching of English we aim to:

- Ensure that English is not only taught as a discrete subject, but that it is embedded throughout the whole school curriculum.
- Children are exposed to a language rich, creative and inspiring curriculum.
- Enable children to acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Appreciate our rich and varied literary heritage.
- Use discussion in order to learn; children should be able to elaborate and explain clearly their understanding and ideas of a text.
- Develop skills to edit and refine their written work, developing the ability over time to independently identify their own areas for improvement in their writing.
- Foster a love of creative writing and the power of the pen to affect the reader.
- Develop secure spelling skills.
- Develop a grammatical understanding and apply this to their written work

Through English we can also

- Develop pupils' thinking skills
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues
- Develop pupils as active citizens
- Develop an understanding of British Values.

	Offley Endowed Primary School English Policy	Reviewed Sept 2026
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Implementation

English is a core subject in the National Curriculum 2014. The school's English curriculum is based on the fundamental knowledge, skills and understanding of the subject that are set out in the National Curriculum programmes of study.

The programmes of study for English consist of:

- Speaking and Listening
- Reading
- Writing
- Spelling
- Grammar
- Handwriting

Underlying all aspects of reading at Offley School are the principal that the teaching of English focuses on developing pupils' competence in all these dimensions; different kinds of teaching are needed for all.

We believe that talk for writing is an essential element of developing English skills. We offer children a wide range of practical experience through our enhanced curriculum opportunities in order to inspire children to write about their own experiences.

Reading texts in order to develop writing skills are carefully chosen by teacher in order to immerse children in new and exciting worlds to inspire their written work

Visitors are invited into school, such as authors, to help inspire children and promote a positive attitude to writing.

There are planned structured spelling and handwriting programmes in place to support development of essential skills throughout the school.

At Offley School, we believe that by the end of their primary education, all pupils should be able to communicate through the spoken and written word effectively in order to continue with their secondary education successfully.

Teachers are responsible for teaching the appropriate skills in line with the requirements of the National Curriculum 2014 programme of study for their year group. Teachers produce weekly planning for literacy which cover the reading, writing and speaking and listening elements of the English work they will be teaching each week.

	Offley Endowed Primary School English Policy	Reviewed Sept 2026
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In addition to reading lessons (see Reading policy), Children have daily English lessons which focus on:

Speaking and Listening
Writing
Grammar
Handwriting
Spelling.

Wider English Opportunities

With our topic based approach to the foundation subjects, teachers work hard to link suitable texts to the topics covered in order to develop children's knowledge and understanding of new learning. These texts are often used as part of the topic learning and also as class readers. There is an expectation that there is cross curricular writing opportunities linked to each curriculum area, with an extended piece of writing completed each half term in topic work.

Children are encouraged to write widely for their home learning and many learning log activities lend themselves to children using their English skills.

Entitlement and Equal Opportunities

All pupils are entitled to access the English curriculum at a level appropriate to their needs arising from race, gender, ability or disability.

Children who require additional support for English are supported by staff using a variety of interventions. We identify children who are experiencing difficulties quickly and respond with a rigorous approach to support them. This includes:

Focused 1:1 support.

Focused levelled small group phonic support.

Small group writing work.

In line with our ***Equality Scheme and School Vision and Christian Values*** we are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability. Learning and Teaching in reading will be in line with the school's ***Teaching and Learning Policy***, where provision is made for all learning styles.

	Offley Endowed Primary School English Policy	Reviewed Sept 2026
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Impact

To assess pupils' progress in English we:

- Gather evidence of what individual pupils know, understand and can do in English by observing them at work, listening to and discussing with them the work they are undertaking, using questioning to extend their understanding.
- We give opportunities to practice handwriting and displays are reflective of the expectation for correct letter formation.
- Set weekly spelling focus words are shared with children and parents for children to become familiar with and then these are reviewed in a variety of ways in class.
- Make periodic and end of key stage judgements using Herts For Learning steps and Teacher Assessment Frameworks for each year group.
- Report 3 x annually to parents on how well the pupil has achieved, what s/he does well and what is needed to bring further improvements; providing 1 written report per year with 2 parents evenings where English is discussed as an individual subject.

To monitor, evaluate and develop the subject the English subject leader:

- Supports teachers to select texts and develop writing teaching strategies for children to master during their primary education.
- Invest in training and CPD by releasing teacher to attend training course and moderation cluster meetings.
- Use inset and staff meetings to discuss and monitor the teaching of English.
- Analyse the end of Key Stage data for reading yearly in order to drive development and improvement.
- Monitors teachers' medium term planning.
- Monitors teaching and assessment to ensure parity across the school.
- Works co-operatively with the SENCo.
- Develops assessment and record keeping to ensure progression and continuity.
- Reviews resource provision.
- Keeps abreast of developments in English education.
- Discusses regularly with the head teacher and the English link governor the progress with implementing this policy in the school.

 Offley Endowed Primary School & Nursery	Offley Endowed Primary School English Policy	Reviewed Sept 2026
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