

Chinley Primary School

English Policy

Introduction

At Chinley Primary School, we believe that English is the foundation of learning and communication. Through speaking, listening, reading and writing, children learn to express themselves clearly, think critically and engage confidently with the world around them.

We aim to develop enthusiastic readers, confident writers and articulate speakers who enjoy language and literature and can apply their English skills across the curriculum and in everyday life.

This policy outlines how English is taught and promoted throughout the school in line with the National Curriculum (2014).

Aims

At Chinley Primary School we aim for all children to:

- read fluently, accurately and with understanding
- develop a love of reading for pleasure and information
- write clearly, accurately and creatively for a range of purposes and audiences
- speak confidently and listen carefully in a range of contexts
- acquire a rich and varied vocabulary
- develop secure grammar, punctuation and spelling skills
- take pride in the presentation of their work
- become independent, resilient learners who can communicate effectively

We believe that strong literacy skills are essential for success across all areas of learning and later life.

Teaching and Learning

English is taught daily throughout the school and is also developed through cross-curricular learning opportunities.

High-quality texts are central to our English curriculum. Carefully chosen books, stories, poems and non-fiction texts provide engaging contexts for reading, writing, speaking and listening activities.

Teachers use a range of approaches including:

- whole-class teaching
- collaborative and paired work
- guided group activities
- independent learning tasks
- practical and drama-based activities

- discussion and oral rehearsal
- cross-curricular writing opportunities

Lessons are planned to build knowledge and skills progressively from Reception to Year 6.

Early Reading and Phonics

Reading begins with the teaching of phonics in the Early Years Foundation Stage and Key Stage 1.

The school uses the accredited Jolly Phonics programme to teach systematic synthetic phonics. Children are taught to:

- recognise letter sounds
- blend sounds to read words
- segment sounds for spelling
- develop fluency and confidence

Children read regularly both in school and at home using fully decodable books matched to their reading stage.

Additional support and intervention are provided for children who need extra help to keep up.

In Key Stage 2, spelling and reading support may include other targeted interventions where appropriate.

Developing Fluency and Automaticity

Once children become secure in decoding and can accurately read unfamiliar words using phonics strategies, the focus moves increasingly towards reading fluency and automaticity.

Fluent reading enables children to read smoothly, accurately and with appropriate expression, freeing up cognitive capacity to focus on understanding and enjoying what they read.

At Chinley Primary School, fluency is developed through:

- repeated reading of familiar texts
- teacher modelling of expressive reading
- echo reading and paired reading
- performance reading and poetry
- opportunities to rehearse and reread texts
- discussion of phrasing, pace and expression

Children are encouraged to read with increasing confidence, stamina and comprehension. Staff carefully monitor fluency to ensure pupils move beyond word-by-word decoding and develop into confident, independent readers.

This progression from decoding to fluency supports stronger comprehension, vocabulary development and overall enjoyment of reading.

The school uses the VIPERS approach to develop comprehension skills. This approach focuses on developing the reading strategies of:

Vocabulary
Inference
Prediction
Explanation
Retrieval
Summarising

Reading for Pleasure

We aim to foster a lifelong love of reading.

Children experience a wide range of high-quality fiction, non-fiction, poetry and plays from diverse authors and cultures. Every class shares a class novel regularly to promote enjoyment and discussion.

Children are encouraged to read widely and regularly both at school and at home. The school library and classroom reading areas provide access to a wide choice of enjoyable and up to date texts for different ages and abilities.

Writing

Writing is taught through engaging text-based units and meaningful writing opportunities.

Children learn to:

- write for different purposes and audiences
- organise and structure their writing effectively
- develop creativity and authorial voice
- edit and improve their own work
- apply grammar, punctuation and spelling accurately

Teachers model the writing process and provide opportunities for shared, guided and independent writing.

Cross-curricular writing opportunities are planned where purposeful links can be made with subjects such as History, Geography and Science.

Grammar, Punctuation and Spelling

Grammar, punctuation and spelling are taught both discretely and within writing lessons.

Children are taught age-appropriate terminology and are encouraged to apply their knowledge in their speaking and writing.

Spelling patterns and rules are taught progressively across the school through investigation, practice and application activities.

Vocabulary development is a key priority in every classroom.

Handwriting and Presentation

Children are taught correct letter formation from the Early Years onwards.

As pupils progress through school, they are encouraged to develop a neat, fluent and joined handwriting style.

We promote high standards of presentation across all subjects and encourage children to take pride in their work.

Speaking and Listening

Oracy is an important part of learning at Chinley Primary School.

Children are encouraged to:

- express ideas clearly
- speak confidently to different audiences
- listen respectfully to others
- participate in discussions and debates
- perform poetry, drama and presentations

Speaking and listening opportunities are embedded throughout the curriculum.

Inclusion

We believe all children should have access to a high-quality English curriculum.

Teaching is adapted to meet the needs of all learners through:

- differentiated activities
- scaffolding and support
- targeted interventions
- adapted resources
- adult support where appropriate
- challenge for higher-attaining pupils

Children with additional needs are supported through carefully planned provision and close collaboration between teachers, support staff and parents.

Assessment

Assessment is used to inform teaching and ensure children make good progress.

Teachers assess children's reading and writing regularly through:

- day-to-day formative assessment
- questioning and discussion
- marking and feedback

- independent writing tasks
- phonics assessments
- formal assessments and moderation

Progress is monitored by teachers and school leaders to ensure all pupils are supported and challenged appropriately.

The Role of Parents and Carers

Parents and carers play a vital role in supporting children's literacy development.

We encourage families to:

- read daily, out loud, with their child
- discuss books and stories together
- support spelling and handwriting practice
- encourage speaking and listening opportunities at home
- promote a positive attitude towards reading and writing

Monitoring and Review

The English Subject Leader monitors the quality of teaching and learning in English through:

- lesson visits
- book looks
- pupil discussions
- planning reviews
- assessment analysis

This policy is reviewed regularly to ensure it reflects current practice and national guidance.

Reviewed: June 2026

Review Date: June 2029

Agreed by governors – CC07/130726c