



## **English Policy**

### **Intent**

At Coldfall, we believe that English is the cornerstone of a rich, empowering education. We aim to develop articulate speakers, confident readers, and thoughtful writers who find joy, purpose, and identity through language. English underpins every area of the curriculum and plays a central role in helping our pupils understand the world and their place in it.

**Our curriculum is designed to:**

- Foster a lifelong love of reading across a diverse range of literature.
- Develop fluent, accurate and expressive writing across a wide variety of genres and forms.
- Promote high-quality talk and active listening as tools for learning and self-expression.
- Secure deep understanding of grammar and structure to support confident communication.

We are committed to providing all pupils with the tools they need to succeed, regardless of background or starting point. Our approach builds in deliberate progression, supports inclusive practices, and reflects the diversity of our community and wider world.

### **Implementation**

#### **Speaking and Listening**

Speaking and listening is foundational to success in English and across the curriculum. We teach pupils to speak clearly, listen attentively, express ideas thoughtfully, and respect the views of others.

We do this by:

- Providing structured opportunities for high-quality talk in every lesson.
- Using sentence stems and discussion guidelines to scaffold meaningful dialogue.
- Teaching vocabulary explicitly, referring to it regularly and displaying it clearly in classrooms.
- Incorporating drama techniques such as hot-seating, role-play and freeze-frames to explore texts and ideas.
- Giving children opportunities to perform, present and debate in assemblies, productions and classroom discussions.
- Ensuring staff model standard spoken English while also celebrating linguistic diversity.

#### **Reading**

We aim for all Coldfall pupils to become fluent, confident, and enthusiastic readers. We ensure that reading is taught systematically and meaningfully throughout the school.

**Early Reading and Phonics:**

- Phonics is taught daily in Reception and thrice weekly in KS1 using Read Write Inc.
- Children learn new sounds rapidly and apply them to reading and writing in books matched to their phonic stage.
- Red (undecodable) words and high-frequency sight words are explicitly taught and revisited regularly.
- Pupils in EYFS and Year 1 read one-to-one with an adult at least weekly, supported by fully decodable home reading books.

#### **Developing Fluency and Comprehension:**

- In Y2, pupils move from learning phonics to developing reading skills in whole-class reading lessons. They make this transition when the children are ready.
- KS2 uses Destination Reader, promoting deep comprehension and collaborative reading behaviours.
- The Coldfall Reading Spine ensures children encounter high-quality, diverse texts throughout their school journey.

#### **Reading for Pleasure:**

- Daily story time for shared class novels.
- Encouragement of reading at home, supported by class and school libraries.
- Reading events, author visits and themed activities to promote enjoyment.
- Staff monitor reading habits through journals, informal conversations, and pupil voice.

#### **Writing**

Writing is taught through a consistent model using a set sequence across every half term:

1. Exploration of word and sentence level grammar.
2. Exploration of high-quality model texts.
3. Shared and supported composition.
4. Independent application.
5. Writing in a new context.

Children are given verbal feedback on their writing during lessons and during whole class feedback lessons at the end of the word and sentence level weeks and after independent writing.

#### **Spelling**

- Spelling is taught weekly using Spelling Shed, aligned with NC expectations.
- Lessons include dictation, investigations, and contextual application.
- High Frequency and Common Exception Words are taught and revised regularly.
- Children use the online platform and personal logins for home practice.
- Teachers mark two to three spelling errors per piece for correction and reflection.

#### **Handwriting**

We use the Nelson Handwriting Scheme to teach printed script and then cursive script from Reception onwards.

- Weekly formal handwriting sessions focus on formation, joins, and spacing.
- Teachers from Y2 model joined writing across all marking and displays.
- Fluent, legible, joined handwriting is expected by Year 6.

## **Assessment**

### **Reading**

- PiRA assessments termly in Years 1–6; Reception children are assessed using Development Matters.
- Standardised scores and teacher judgement inform WTS/EXS/GDS judgements.
- Progress monitored and used to guide teaching and intervention.

### **Writing**

- Independent writing outcomes are produced each term, these are used for assessment.
- Feedback sessions
- Writing assessed termly using Hertfordshire Grid for Learning TAFs (Years 1, 3, 4, 5) and statutory TAFs (Y2, Y6).
- Writing is moderated internally and externally within the local network to ensure consistency.

### **Spelling and Handwriting**

- Monitored through written work and standalone sessions.
- High Frequency Words and rule knowledge reviewed regularly.

### **Inclusion and Adaptation**

- Teachers adapt materials and delivery for SEND, EAL and pupils working below or above expected standards.
- Interventions are targeted, tracked, and reviewed.
- High expectations are maintained for all learners.

### **Impact**

- Coldfall pupils leave school articulate, literate, and empowered.
- Our English curriculum ensures strong academic outcomes and instils a lasting love of language and literature.

**Seb Descrettes**

**English Lead**

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