

English Policy 2025 - 27



Policy Leader	Lee Price
Last Updated	September 2025
Approved by the Governing Body	October 2025
Date to Review	September 2027

1. Intent

At Harris Primary School our intention is for every child to become a confident, articulate and enthusiastic communicator. We want all pupils to read accurately, write coherently and express ideas fluently across a range of contexts. We aim to promote high standards of English by developing fluent readers, confident writers and effective speakers who can use language to explore, question and express themselves.

We place a strong emphasis on the early teaching of reading. We know that early reading is the foundation for all later success and we are committed to ensuring that every child learns to decode efficiently and builds a love of books from the very start of their learning journey. We want children to develop a wide vocabulary, secure knowledge of grammar and an understanding of the structures of language. Our pupils are encouraged to appreciate a wide variety of texts including stories, poetry and non-fiction. They are supported to write for a range of purposes and audiences, adapting style and tone appropriately. Speaking and listening are central to our curriculum and children are given opportunities to discuss, debate, perform and present their learning with clarity and confidence.

2.a. Implementation: Reading

Early Reading and Phonics

We follow the Red Rose Letters and Sounds phonics programme to deliver systematic and synthetic phonics teaching in EYFS and Year 1. Children are taught phonics daily in small groups that allow staff to focus on accuracy and progression. The programme provides a clear structure of phases, tricky word progression and word banks to ensure that children move steadily from early sound recognition to fluent decoding. Each session is interactive, using actions, memorable formation phrases and opportunities to apply learning in reading and writing.

Our approach is consistent across the school. Phonics mats, displays and working walls in classrooms reinforce key learning and give children constant reference points. Regular assessment identifies children who need additional support and targeted interventions such as Fast Track Phonics and Bounce Back Phonics are provided to help them catch up quickly. Parents are involved in this journey through workshops and information sessions so they can support phonics and early reading at home. Children in EYFS and KS1 take home phonics reading books that match the sounds they have learned as well as a library book to share with their families for enjoyment.

Further information on our approach to early reading and phonics can be found on our school website: [Harris Primary Early Reading and Phonics](#)

Reading Across School

As children move beyond phonics, we continue to build a strong culture of reading. Whole-class and guided reading sessions are timetabled daily across KS1 and KS2.

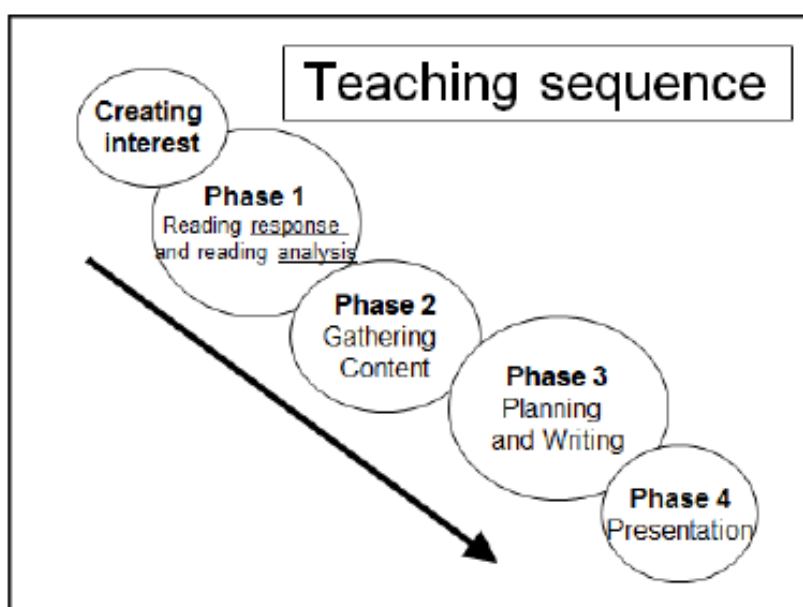
Teachers use high-quality, challenging texts to develop vocabulary, fluency and comprehension.

Progression is supported by **Oxford Reading Tree levels** which provide a structured pathway through carefully graded texts. This ensures that children encounter books at the right level of challenge and can build confidence step by step ([Oxford Reading Tree information](#)).

Reading for pleasure is given high priority. Each class has a library and story time is a daily part of the timetable. Children have opportunities to hear books read aloud by their teachers, to explore a variety of authors and genres, and to celebrate reading through events such as World Book Day and National Poetry Day. Visits from authors and poets, links with local libraries and themed reading weeks all help to develop enjoyment and motivation. Parents are seen as partners and are encouraged to listen to their children read at home and to record progress in reading journals.

2.b. Implementation: Writing and Composition

Writing is taught through the Lancashire teaching sequence for English units. This provides a clear structure and ensures progression across year groups.



In Phase 1, teachers create interest and establish the outcome for the unit. This is followed by a reading phase where pupils analyse texts, explore language and respond with short pieces of writing. In Phase 2, pupils gather ideas and vocabulary through drama, discussion and short writing activities. In Phase 3, teachers model writing through demonstration and shared composition. Pupils then move into guided and independent writing where they apply their knowledge with increasing independence. Phase 4 focuses on presentation, editing and publishing with pride.

Throughout these phases children are exposed to a wide range of genres including fiction, non-fiction and poetry. Grammar and punctuation are taught explicitly in focused lessons and applied within writing. Vocabulary is developed through talk, shared reading and word collections. Pupils are expected to draft, edit and redraft their work so they understand writing as a process and not a single act. Extended writing opportunities at the end of each unit provide pupils with the chance to demonstrate stamina and independence.

2.c. Implementation: Handwriting

Handwriting is taught discretely and consistently across the school. In Reception and Year 1 pupils have daily handwriting sessions using the Letter-join programme alongside phonics teaching. They are taught correct letter formation through Red Rose formation phrases and begin to develop pre-cursive and cursive joins. By Year 2 most pupils are joining their writing consistently.

In KS2 children refine their handwriting and develop fluency, style and speed. They receive weekly or bi-weekly handwriting lessons in addition to daily modelling by staff in every subject. By Years 5 and 6 pupils are expected to maintain a fluent and legible joined style that is personal to them while remaining clear. High expectations are reinforced through marking, displays and teacher modelling. Pupils with motor or special educational needs receive additional support and interventions to help them progress.

2.d. Implementation: Spelling, Grammar and Punctuation

Spelling, punctuation and grammar are taught systematically across the school, starting with phonics in EYFS and KS1 and progressing to structured programmes in KS2. Children learn statutory rules, patterns and common exception words, alongside strategies such as breaking words into syllables, applying knowledge of root words, and using prefixes and suffixes. These skills are taught both discretely and within writing lessons so pupils see their importance in real contexts.

Grammar and punctuation are introduced in line with National Curriculum expectations through short, focused lessons and modelled writing, then reinforced in independent work. Accuracy is developed through regular practice, editing and redrafting. Parents are supported with guidance and spelling lists so they can help children at home. Our aim is for all pupils to become confident, accurate and independent communicators.

3. Assessment and Feedback

Assessment in English is continuous and takes many forms. **Formative assessment** is central to daily teaching: teachers use questioning, marking and observation in every lesson to check understanding, identify misconceptions and adapt teaching so

pupils make progress within the lesson. Feedback is immediate and responsive, with opportunities built in for children to reflect and improve.

Independent writing is moderated across the school each term as part of our **internal moderation cycle**, ensuring consistency and accuracy of judgements. Staff also take part in **external moderation opportunities** with partner schools and the local authority, which provide additional validation of standards and support professional development.

Summative assessment takes place twice yearly from Year 1 to Year 6 and includes standardised reading and grammar tests. At the end of Key Stage 1 and Key Stage 2 pupils complete statutory assessments in reading, grammar, punctuation and spelling, and writing is teacher assessed. At the end of Key Stage 2 pupils sit the national SATs, which provide a summative measure of attainment and progress and are used to inform transition into secondary school.

At Harris Primary School we use **SONAR** as our assessment tracking system. This allows teachers and leaders to monitor progress against National Curriculum objectives, analyse data across year groups and track the attainment of key groups including disadvantaged pupils and those with SEND. SONAR supports teachers in identifying gaps and planning next steps for individuals and classes.

Where pupils are identified as working below age-related expectations, targeted interventions are put in place swiftly. These may include additional phonics sessions, small group guided reading, individual writing support or personalised spelling practice. Interventions are regularly reviewed for impact to ensure accelerated progress and reduce barriers to learning.

4. Impact

By the end of Year 6 pupils at Harris Primary School will be able to read fluently and with understanding, drawing on a wide vocabulary and a strong knowledge of texts. They will be able to write accurately and with imagination in a variety of genres, adapting their language and style for purpose and audience. Their handwriting will be fluent, legible and joined, allowing them to write with stamina and pride. They will be able to speak and listen with confidence, contributing to discussion, presenting to others and engaging in debate.

We expect all children to leave Harris Primary as confident readers, writers and speakers, ready to succeed in secondary school and beyond.

5. Monitoring and Review

The English subject leader, alongside the senior leadership team, monitors the implementation and impact of this policy. Monitoring includes lesson observations, planning reviews, book scrutiny and pupil interviews. Assessment data is analysed

termly to identify strengths and areas for development. Staff receive professional development to ensure high-quality teaching is maintained.