MURDISHAW WEST COMMUNITY PRIMARY SCHOOL

ENGLISH POLICY

Autumn 2026

Policy Title	ENGLISH POLICY
School/HBC	School
Written by	J Phillips
Staff Approval Date	
Committee Approval Date	
FGB Ratification Date	November 2026
Signed by Chair of Governors	D Cox
Date	
Review Date	November 2027

At Murdishaw West Primary and Nusery School we work together to….. Collaborate, Achieve, Respect and Enjoy. At Murdishaw West, we CARE!

Intent

At Murdishaw West Primary School, our primary aim is to increase children's confidence, enjoyment and ability in reading, writing and communication. We ensure that we provide all children with depth, breadth and ambition in their learning – ensuring that our curriculum is well sequenced and building on knowledge and skills gained as children progress through school. We promote a love of reading and writing whereby children want to read and write spontaneously with enjoyment. We strive for our children to develop a passion for English to aid them in later life and to enable them to become lifelong learners.

Our intent is to enable children to:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Develop a love of writing and to be able to express their thoughts and ideas clearly and creatively through the written word.
- Re-read, edit and improve their own writing
- Children will be taught to develop fluent, legible and correctly formed handwriting, with secure letter formation, appropriate joins and increasing stamina, so that they can present their work clearly and confidently across the curriculum.
- Confidently use the essential skills of grammar, punctuation and spelling
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Use discussion in order to learn; they should be able to elaborate and clearly explain their understanding and ideas
- Become competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Implementation

We ensure that our English teaching and learning provides many purposeful opportunities for reading, writing and discussion. We use a wide variety of experiences, quality texts and resources to motivate and inspire our children. All pupils receive a daily English lesson. Teachers also ensure that cross curricular links with concurrent topic work are woven into the programme of study.

- Teachers create a positive reading and writing culture in school, where both are promoted, enjoyed and considered 'a pleasure' for all pupils.
- We follow the Pathways to Write programme from EYFS to Year 6.
- Promotion of reading through teachers reading out loud regularly to their class.
- We follow the Pathways to Read programme from Year 1 to 6.
- Pupils in EYFS and KS1 to have daily phonics sessions, following Essential Letters & Sounds.
- Year 1-6, to use the Pathways to Read programme.
- Year 2 follow the ELS Spelling Intervention programme
- Years 3 -6 follow the Pathways to Spell programme
- Whole class reading session, small group and individuals reading in all year groups
- Pupils are being adventurous with vocabulary choices.
- Handwriting is taught systematically throughout the school, ensuring that pupils develop strong foundations in letter formation, spacing, joins and presentation, enabling them to write with increasing fluency, accuracy and confidence.
- Pupils acquire strategies to enable them to become independent learners in English (spelling rules and patterns and how to tackle unfamiliar words when reading).
- Pupils to discuss and to present their ideas to each other by talking, being able to elaborate and

explain themselves clearly, make presentations and participate in debates.

- Working Walls & washing lines– all classes aiding pupils and guiding them through the process of reading and analysing, gathering content, planning and writing.
- Vocabulary promoted through displays in class, all curriculum areas, enhancing and encouraging a wider use of vocabulary.
- Vocabulary & knowledge mats to be used where needed and thesauruses and dictionaries which are easily accessible for pupils to use.
- Teaching a range of genres across the school (progressing in difficulty) both in English and other curriculum areas; resulting in pupils being exposed to, and knowledgeable about, literary styles, authors and genres. They can express preferences and give opinions, supported by evidence, about different texts.
- Displays of writing, in class, shared areas and on the school website, giving a purpose and audience, to encourage pride in work and to show that work is valued
- Reading and writing events (throughout the year) to encourage and promote enjoyment and opportunities to develop lifelong learning.

Impact

The impact and measure of this is to ensure children not only acquire the appropriate age-related knowledge linked to the English curriculum, but also skills which equip them to progress from their starting points, and within their everyday lives.

Long term pupils will:

- be confident in the art of speaking and listening and to be able to use discussion to communicate and further their learning
- pupils will be able to form letters accurately, write fluently and present their ideas clearly and confidently
- be able to read fluently both for pleasure and to further their learning.
- enjoy writing across a range of genres
- Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded
- have a wide vocabulary and be adventurous with vocabulary choices within their writing
- have a good knowledge of how to adapt their writing based on the context and audience
- leave primary school being able to effectively apply spelling rules and patterns they have been taught
- make good and better progress from their starting points to achieve their full potential
- Pupils of all abilities will succeed in all English lessons because work will be appropriately scaffolded.

Assessment and Monitoring in English:

The impact of our English curriculum is measured through the monitoring cycle in school:

- Lesson observations, book monitoring and learning walks
- Skills progressing (grammar, punctuation, pre-writing and letter formations) throughout the school is evident in children's books.
- Gathering pupil voice – to check understanding, understanding of key skills and knowledge, progression, confidence in discussing English
- Moderating pupils work in school and in cluster meetings with other schools to ensure accurate assessments are made
- Tracking pupils' progress each half term in Reading, Writing (including letter formation and joins), Speaking and Listening and Spelling, Punctuation and Grammar. This informs planning and any intervention needed
- Pupil progress meetings ensure different groups (including EAL, PP, Carers, Known to Social Care and

SEND) and individual progress is monitored, and interventions organised to support good and better progress

- Parents and carers will understand how they can support spelling, grammar, letter formation and composition and home, and contribute regularly to homework.
- Importantly, monitoring is also used to identify gaps in the curriculum that may need to be addressed across the school, or within individual year groups. Monitoring is an ongoing cycle, which is used productively to provide the best possible English curriculum for our children and to ensure it is inclusive to all.

Role of the subject leader:

- Monitor the standards in the subject to ensure that outcomes are at expected levels
- Provide ongoing support to colleagues
- Collate appropriate evidence over time – this should show that pupils' skills and understanding develop over time
- Highlight / Celebrate successes