



Ms Carrie L Clowes MA BA (Hons) PGCE NPQH

Ms Emma E Doyle BA (Hons) PGCE NASENCO

Ms Sarah L Booker BA (Hons) QTS

Ms Deborah M Edwards MA BA (Hons) PDGE

Harworth, Doncaster, South Yorkshire, DN11 8JT

## English Policy

**March '26**

*Review date: March '27*

Our pledge is for every member of our school family to 'gain a heart of wisdom' every day. We aim to live wisely as we **Amaze** with our knowledge, zest for learning and kindness to ourselves and others. We aim to live well as we **Achieve** our full potential in a happy, caring and fully inclusive environment based on the core



Artsmark  
Silver Award  
Awarded by Arts  
Council England



values of Christianity. We use our wisdom and hearts to **Aspire** to reach great heights as we take flight on our individual journey of endless possibilities.

'Gain a heart of wisdom' Psalm 90 v 12

**Amaze. Achieve. Aspire.**

At Harworth Church of England Academy, our pledge is for every member of our school family to *gain a heart of wisdom* every day. Through English, we **Amaze** with our love of language, literature, and communication, **Achieve** personal and academic excellence, and **Aspire** to become thoughtful, articulate individuals ready to take flight on their journey of endless possibilities. English empowers pupils to explore identity, express emotion, and engage with the world through stories, ideas, and dialogue—nurturing wisdom, kindness, and aspiration in line with our Christian values.

## 1. Introduction

Harworth Church of England Academy is committed to delivering an English curriculum that enables all pupils to read fluently, write confidently and communicate effectively. This policy reflects compliance with the National Curriculum for English, the statutory requirements for the Early Years Foundation Stage (EYFS), and current government guidance including the Reading Framework (2023).

## 2. Statutory Compliance

- The school follows the National Curriculum programmes of study for English for Key Stages 1 and 2.
- EYFS provision adheres to the Statutory Framework for the Early Years Foundation Stage.
- The school implements a validated Systematic Synthetic Phonics (SSP) programme (Twinkl Phonics) with full fidelity.
- Decodable books matched precisely to the child's phonics stage are provided in accordance with DfE Reading Framework expectations.
- The Year 1 Phonics Screening Check is administered according to current statutory requirements.
- Key Stage 1 national curriculum assessments are recognised as non-statutory from 2023/24 and therefore are not represented as statutory processes in this policy.
- Provision complies with the Equality Act 2010 and SEND Code of Practice, ensuring accessibility and appropriate adaptations for all learners.

## 3. Aims

- To enable all pupils to read easily, fluently and with good understanding.
- To develop a love of reading and appreciation of high-quality literature.
- To equip pupils with a rich vocabulary and strong understanding of grammar.
- To foster confidence and skill in writing for a wide range of purposes.
- To promote articulate, confident spoken language.

## 4. Curriculum Implementation

### 4.1 Reading

- Daily phonics sessions delivered using Twinkl Phonics.
- Reading books closely matched to each pupil's current phonics knowledge.

- Daily reading aloud by adults across all year groups.
- Guided reading sessions weekly in KS1 and KS2.
- A structured reading spine ensures progressive, high-quality text exposure.
- A whole-school reading for pleasure culture, including library use, reading challenges, and community engagement.

#### 4.2 Writing

- Writing is taught through high-quality core texts.
- Pupils are taught transcriptional and compositional skills explicitly and progressively.
- Opportunities for extended writing feature across the curriculum.
- Grammar, punctuation and spelling are taught through discrete and embedded sessions.

#### 4.3 Speaking and Listening

- Opportunities for dialogue, debate, performance and oral rehearsal are embedded into lessons.

#### 4.4 Provision for SEND, Disadvantaged and EAL

- Targeted interventions support phonics, reading fluency and writing development.
- Resources and scaffolds ensure access to the curriculum for all.

### 5. Assessment

- Ongoing formative assessment informs planning and teaching.
- Statutory Year 1 phonics screening check conducted annually.
- Non-statutory assessments (e.g. NFER) used to monitor progress.
- Pupils working significantly below expected standards may be assessed using specialist tools such as Bsqared.

### 6. Leadership and Monitoring

- The English Subject Leader monitors teaching and learning through book reviews, lesson observations and pupil voice.
- Annual reports summarise strengths and development priorities.
- Staff receive ongoing professional development aligned with national guidance.

### 7. Safeguarding and Text Selection

- Texts are selected to ensure age-appropriateness, cultural inclusivity and safeguarding compliance.
- Online materials are screened for safety and suitability.

### 8. Review

This policy will be reviewed annually to ensure alignment with national guidance and statutory requirements.