



Mrrie L Clowes MA BA (Hons) PGCE NPQH

Ms E Doyle BA (Hons) PGCE NASENCO

Mr L Booker BA (Hons) QTS

Mr M Edwards MA BA (Hons) PDGE

Harworth, Doncaster, South Yorkshire, DN11 8JT

English Policy

October '25

Review date: October '26

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 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.

Aims and Objectives

This English Policy outlines the principles and practices that govern the teaching and learning of English at Harworth C of E Academy. It is designed to ensure that all pupils develop a love for reading, writing, and communication, which aligns with our school vision of “Gain a heart of Wisdom.”

Purpose of the Policy

- To promote high standards in English across the curriculum.
- To ensure that all pupils achieve their full potential in English.
- To equip pupils with essential English skills to support their learning across the curriculum and in daily life
- To foster a love of reading and writing through exposure to a range of high-quality texts, including those that reflect our Christian Values, within a caring and inclusive environment.
- To ensure all pupils can speak fluently to communicate their ideas to others and express themselves effectively in different contexts
- To provide a framework for staff, pupils, and parents regarding the expectations and practices in English.

Our vision

At Harworth Church of England Academy, our vision is for every member of our school family to *gain a heart of wisdom* every day. Through English, we **Amaze** with language, literature, and communication, **Achieve** personal and collective excellence, and **Aspire** to reach new heights in our literary journey. English is a powerful tool that nurtures wisdom, kindness, and aspiration, aligning with our Christian values and inclusive ethos.

Curriculum and Implementation Strategies

Curriculum Overview

- The National Curriculum for English is followed which includes reading, writing, speaking, and listening.
- Lessons are planned to ensure progression and continuity, taking into account the diverse needs of our pupils, including those with SEND and disadvantaged backgrounds.

Teaching and Learning

All pupils will develop key skills in:

Reading

- Developing phonic knowledge, comprehension and a passion for books

Writing

- Providing opportunities for pupils to write across different genres and for various purposes.
- Encouraging creativity and self-expression in writing.

Speaking and Listening

- Building confidence in verbal expression and active listening in a range of different contexts

Our teaching is inclusive, using a variety of methods such as:

- Whole class teaching and guided group work
- Cross-curricular links to reinforce learning
- Drama, storytelling, and role-play activities to enhance understanding
- Regular assessments to inform teaching and support individual progress

Reading Strategy

We **Amaze** by speaking knowledgeably and confidently about books we have read and authors we enjoy.

We **Achieve** by gaining self-esteem of success so that every child is a fluent reader.

We **Aspire** to equip every child with a true love and passion for reading.

Curriculum Intent

At Harworth Church of England Academy our English curriculum provides every child with the passion and skills to be fully articulate and an excellent reader and writer. Our curriculum ensures that every child has the opportunity to learn and practice their skills through interest and enjoyment. Gaining pleasure from reading is the greatest gift we can give our children. Reading opens up new worlds of discovery, it ensures lifelong learning, it feeds us with beautiful words and ideas, thus deepening our vocabulary to speak and write. Reading is not just for the here and now, it is a skill for life which reaches into every area of the curriculum, making our English

curriculum the epicentre of all of our learning. We ensure that our children are exposed to high quality literature which they emulate in their words and writing.

What do we want for our children in this subject?

To gain knowledge of texts, authors, poems so that literature helps them to make links with other subjects and with all aspects of their life. For them to take their learning from Harworth Church of England Academy and use it throughout their whole lives and to pass on a love of words to their families and through the next generations.

How do we cater for pupils with SEND and Disadvantaged?

We ensure that all children are fully involved in all English lessons. Consistent phonics teaching ensures that every child is a reader. All children must achieve RED every day and children with SEND and Disadvantaged are fully supported with 'additional reading' and targeted interventions in school.

Introduction

Reading is at the heart of the curriculum at our school. We encourage children to Read Every Day (RED Time) and staff read to children to promote the enjoyment and love of reading. There are reading bays in school that enable the children to take time away from the classroom and enjoy a book. Our school library is used on a daily basis throughout the day for supporting learning and to encourage children to become independent readers.

We have a whole school reading scheme that progresses from Foundation Stage all the way through to Year 6 which is called Big Cat by Collins. We also have Twinkl books to support our Phonics teaching. Both schemes allow children to make connections throughout the curriculum and is extremely successful in developing children's love of reading.

There is also a large selection of both Fiction and Non-Fiction books in our library and class libraries. The book fair visits once a term and the children and parents look forward to it arriving. We celebrate World Book Day every year where children and staff dress up as their favourite book character and are encouraged to bring in their favourite book. We use the community library as often as we can. After our visits we promote library membership by encouraging children to take forms home to complete. We have a whole school reading challenge every year. On World Book Day we will launch our new Rainbow Reading Challenge.

Our Phonics scheme is Twinkl which is based on Letters and Sounds. Phonics is taught daily and children take a phonics screener at the end of Year 1.

Every week we award a child from each class our 'Reading gives you wings' award for effort or achievements in reading.

Learning to Read Through Phonics

What is phonics?

Phonics is a way of teaching children to read quickly and skillfully. They are taught how to:

- recognise the sounds that each individual letter makes;
- identify the sounds that different combinations of letters make - such as 'sh' or 'oo'; and
- blend these sounds together from left to right to make a word.

Children can then use this knowledge to 'de-code' new words that they hear or see. This is the first important step in learning to read.

Phonics sessions involves 4 parts -

Revisit and review: Children go over previously learnt knowledge - this may be tricky words or sounds or a combination of both.

Teach: Children are taught something new - sound, grapheme, tricky words.

Practice: Children practice the new learning within a word - reading spelling or both.

Apply: Children apply new learning - either by reading or writing or both.

Foundation Stage Reading Intentions

We equip the children with the knowledge of the alphabet, provide skills in order to decode simple CVC words and provide a base of 'tricky words' (those words that cannot be sounded out).

We aspire for every child to develop confidence to read aloud and equip the children with the skills to recognise why text is written in certain ways when reading aloud.

We allow access to a variety of texts from different genres and cultures.

We model the correct way to handle a book carefully, being able to read from left to right and to be able to take care and look after books.

We aspire to begin/further the children's journey towards a love of books and reading._

Foundation Stage Implementation

In Foundation Stage we lay the foundations for encouraging the disposition of reading. The teaching of reading takes place through, modelled, guided and shared reading sessions.

Children have a daily phonics lesson at 11am using the validated Twinkl Scheme.

Children have a reading book which compliments their learning in phonics. They have a listening book which they can share with an adult for pleasure at home and/or school. These are changed every Tuesday (Choosy Tuesday).

Daily whole class reading to increase enjoyment of reading and explore new vocabulary.

Spellings begin in the Spring term and follow the order of phonics learning.

Quality books are chosen for continuous provision related to topic and learning.

Modelling of reading and how to look after books is used to teach children good reading habits.

Children have a one to one reading session with an adult at least once each week. This is recorded in a reading record which parents are also encouraged to comment in.

Children who need extra input have intervention phonics on a daily or weekly basis according to need. Children are targeted within the provision to work on specific areas such as developing grapheme phoneme correspondences, blending or identifying tricky words.

SEND, Disadvantaged and EAL children have an additional session each week to develop their reading skills. This might involve working on grapheme phoneme correspondences, decoding skills, fluency or comprehension and vocabulary work.

Foundation Stage Reading Impact

We aspire for children have a lifelong love of books.

Children have the confidence to pick up a book and attempt to read it using the text on the page for guidance as well as making it interesting for the listener.

Children will leave Foundation Stage ready to access the KS1 curriculum.

Key Stage 1

Key stage 1 intention

We aim to provide all children with the skills and strategies to read with confidence, fluency and understanding, provide all children with phonological understanding to read words accurately.

We aspire to establish a love of books where children choose to read for pleasure and inspire an interest in words and what they mean to enable children to develop an increasing oral and written vocabulary.

We use a growing technical vocabulary allowing children the opportunities to talk about their reading.

We ensure all children read widely and experience a range of genres in fiction, non-fiction and poetry, and are able to discuss some of the ways in which narratives are constructed.

Children develop critical appreciation of what they read, develop study skills so that the children can select appropriate fiction and non-fiction books from the library; and encourage care and ownership of books.

Key stage 1 implementation

In Key Stage 1 children are taught reading strategies through modelled, shared and guided sessions.

Children have a one to one or guided reading session at least once a week. This is recorded in a reading record which parents are also encouraged to comment in. Guided reading groups start when children have completed Phase 4. Until this point, children have one to one reading sessions.

SEND, Disadvantaged and EAL children have an additional session each week to develop their reading skills. This might involve working on grapheme phoneme correspondences, decoding skills, fluency or comprehension and vocabulary work.

Daily phonics lessons using the validated Twinkl scheme. Children experience a whole class session followed by individual/group teaching as and when required. This includes any catch up or same day intervention required.

Daily whole class reading to increase enjoyment of reading and explore new vocabulary takes place daily. Children experience books being read to them by adults and have opportunities to choose their own books from their class or library to read for pleasure (independently and with peers).

KS1 Reading Impact

To have a lifelong love of books and to leave KS1 with the skills to access the lower KS2 curriculum.

To be able to make amazing connections between the books they have read, their own experiences and the wider world.

To begin the transition from learning to read to reading to learn; and to begin to develop an understanding of their own reading preferences.

Assessment in EYFS and Key Stage 1

Phonics is assessed through weekly spelling tests, marking of children's written work, children's reading of their own books, one to one and guided reading, SEN/ Disadvantaged/EAL support sessions.

Teachers assess against the objectives in the back of the children's reading records e.g. Word reading skills - WR1- Say a sound for each letter in the alphabet.

At the end of level 2 (6 weeks), level 3 (12 weeks) and level 4 (5 weeks) a Twinkl assessment is completed.

For level 5 (30 weeks) and level 6 (30 weeks) a Twinkl assessment is completed every 10 weeks.

The Twinkl assessments assess whether children have secure knowledge of each Level and if they are ready to move onto the next level.

A practice phonics screener is used as an assessment tool at 3 points throughout Year 1 - in Autumn 2, Spring 2 and Summer 1.

The Hertfordshire Reading test is carried out at the end of the year to check on progress for all pupils. Any children who are below their chronological age will have additional reading sessions to close the gap.

NFER tests are completed at the end of each term.

Children who are working significantly behind are assessed using Bsquared.

KS2 Reading Intentions

We provide all children with the skills and strategies to read with confidence, fluency and good understanding and are able to discuss some of the ways in which narratives are constructed.

Develop the habit of reading widely and reading often, for both pleasure and information. Children will experience a range of genres in fiction, non-fiction and poetry.

Encourage care and ownership of books.

Inspire an interest in words and acquire a wide vocabulary and an understanding of grammar and knowledge of linguistic conventions for reading. To use this knowledge in their writing and spoken language to enable children to develop an increasing oral and written vocabulary.

Engage children with a growing technical vocabulary, allowing them the opportunities to talk about their reading.

Develop critical appreciation of what they read.

Develop study skills so that the children can select appropriate fiction and non-fiction books from the library.

Key Stage 2 Implementation

Children in Key Stage 2 have a class text that relates to a topic that they are studying. This text is read to the class and they will become fully immersed in it through lots of different activities.

Children take part in a guided reading session every week where they spend time focusing on a particular text. They will read part of a text and complete different activities such as pre-reading, poetry reading, reading for enjoyment, reading linked to a specific writing focus e.g. newspaper reports or SPAG etc.

The adult led reading session is recorded in a reading record which parents are also encouraged to comment in. This is also recorded in a class reading record.

SEND, Disadvantaged and EAL children have an additional session each week to develop their reading skills. This might involve working on grapheme phoneme correspondences, decoding skills, fluency or comprehension and vocabulary work.

Assessment in Key Stage 2

Reading is assessed through marking of work, children's reading of their own books, one to one and guided reading, SEN/Disadvantaged/EAL support sessions.

Teachers assess against the objectives in the back of the children's reading records e.g. R11 - To be able to use quotations from the text to support opinions and make predictions.

For those children who are still developing their phonics skills, they will complete a Twinkl phonics assessment at the end of the level or after every 10 weeks for levels 5 and 6.

The Hertfordshire Reading test is carried out at the end of each term to check on progress for all pupils. Any children who are below their chronological age will have additional reading sessions to close the gap.

NFER tests are completed at the end of each term.

Children who are working significantly behind are assessed using Bsquared.

KS2 Impact

To have a lifelong love of books.

To leave KS2 with the skills necessary to access the KS3 curriculum.

To be able to share their reading ability and skills with an audience.

To become a discerning reader recognising different genres as well as justifying their personal preferences.

To build reading stamina enabling sustained reading for pleasure.

Writing Strategy

We **Amaze** by writing in a widening variety of forms for different purposes.

We **Achieve** by developing ideas and communicating meaning to the reader.

We **Aspire** to cultivate a love and skill for writing that empowers children to express their thoughts, ideas, and emotions with clarity and creativity.

Curriculum Intent

At Harworth Church of England Academy our English curriculum provides every child with the passion and skills to be fully articulate and an excellent reader and writer. Our curriculum ensures that every child has the opportunity to learn and practice their skills through interest and enjoyment. Writing is a skill for life which reaches into every area of the curriculum, making our English curriculum the epicentre of all of our learning. We ensure that our children are exposed to high quality literature which they emulate in their words and writing.

What do we want for our children in this subject?

To cultivate a love and skill for writing that empowers students to express their thoughts, ideas, and emotions with clarity and creativity. At Harworth Church of England Academy, we aim for children to see writing not only as an academic skill but as a tool for self-expression, communication, and connection. By developing a strong foundation in writing, children will gain confidence in their ability to articulate their ideas, make connections across subjects, and use their voices to make a positive impact on their world.

Writing at Harworth Church of England Academy becomes a lifelong skill that extends far beyond the classroom. As children learn to communicate effectively and thoughtfully, they'll be better equipped to engage with the world around them, contribute meaningfully to their communities, and inspire others. Through the written word, they'll be able to capture moments, reflect on their experiences, and pass on their insights and stories to future generations.

How do we cater for pupils with SEND and Disadvantaged?

We ensure that all children are fully involved in all English lessons. Consistent phonics teaching ensures that every child is a writer. SEND and Disadvantaged children are fully supported with scaffolded learning and targeted interventions in school.

Introduction

By fostering a love for writing, Harworth Church of England Academy prepares children for academic success. We will empower children to communicate with purpose, bridge connections, and carry their words into every corner of their lives. This commitment to writing will echo beyond their school years, shaping them into lifelong communicators who can share their passion for words with generations to come.

Each term has the foci of one or two high quality texts which have been carefully selected to provide the stimuli for writing for different purposes. Educational visits are planned each term to enable the children to immerse themselves in a variety of topics. By focusing on writing that draws from children's own experiences, we not only help them become strong, confident writers but also individuals who are capable of deep reflection and genuine communication. This lasting appreciation for writing will enable them to carry their skills and love of words beyond school, enriching their lives and the lives of those around them.

Approaches to teaching writing

Phonics is taught daily in FS and KS1 following Twinkl Phonics supplemented with additional application activities. Phonics is taught in KS2 on a needs led basis. All FS children are provided with opportunities that encourage and celebrate emergent writing. Throughout the school children will participate in both shared and guided writing sessions led by the class teacher. Opportunities for independent and extended writing will be provided through the English curriculum and through cross curricular contexts.

Many lessons include and depend on written communication. We want our children to develop increasing confidence and competence in writing so that they are able to:

- write in a widening variety of forms for different purposes e.g. to interpret, evaluate, explain, analyse and explore;
- develop ideas and communicate meaning to a reader using wide-ranging and technical vocabulary and an effective style, organising and structuring sentences grammatically and whole texts coherently;
- present their writing clearly using accurate punctuation, correct spelling and legible handwriting.

Foundation Stage Reading Intentions

We equip the children with the knowledge of the alphabet and provide skills in order to form letters correctly

We aspire for every child to develop confidence to write.

We allow access to a variety of high quality texts from different genres and cultures.

We model the correct way to hold a pencil, sit correctly and equip children with the skills to write from left to right.

We aspire to begin/further the children's journey towards a love of communicating through writing.

Foundation Stage Implementation

In Foundation Stage we lay the foundations for encouraging the disposition of writing. The teaching of writing takes place through, modelled, guided and shared writing sessions.

Children have a daily phonics lesson at 11am using the validated Twinkl Scheme. Linked handwriting lessons take place every day.

Writing sessions increase the enjoyment of writing and explore new vocabulary.

Spellings begin in the Spring term and follow the order of phonics learning.

Modelling of writing and how to sit correctly is used to teach children good writing habits.

Children have small group writing sessions with an adult at least once each week.

Children who need extra input have targeted interventions on a daily or weekly basis according to need. Children are targeted within the provision to work on specific areas such as letter formation.

Foundation Stage Reading Impact

We aspire for children to have a love of writing.

Children have the confidence to pick up a pencil and attempt to write as a means of communication.

Children will leave Foundation Stage ready to access the KS1 curriculum.

Key Stage 1

Key stage 1 intention

We aim to provide all children with the skills and strategies to write with confidence, in a variety of different forms and for different purposes.

We aspire to establish a love for writing where children choose to write and inspire an interest in words and what they mean to enable children to develop an increasing oral and written vocabulary.

We use a growing technical vocabulary allowing children the opportunities to talk about their writing.

We ensure all children experience a range of genres in fiction, non-fiction and poetry, and are able to discuss some of the ways in which narratives are constructed.

Key stage 1 implementation

In Key Stage 1 children are taught writing strategies through modelled, shared and guided sessions.

Children have a guided writing session at least once a week.

SEND, Disadvantaged and EAL children have additional sessions each week to develop their writing skills. This might involve working on sentence structure, handwriting or spelling.

Daily phonics lessons using the validated Twinkl scheme. Children experience a whole class session followed by individual/group teaching as and when required. This includes any catch up or same day intervention required.

KS1 Writing Impact

To have a lifelong love of writing and to leave KS1 with the skills to access the lower KS2 curriculum.

To be able to make amazing connections between the books they have read and their own writing.

Assessment in EYFS and Key Stage 1

Writing is assessed through weekly spelling tests, marking of children's written work, guided writing and SEN/ Disadvantaged/EAL support sessions.

Teachers assess against the objectives in the red writing target booklets e.g. Composition – W6- I can sequence sentences in chronological order to recount an event or story.

At the end of each half term the writing assessment grid is completed using evidence including assessed pieces of writing, target books and professional judgement. Every term teacher assessments are inputted into FFT.

Children who are working significantly behind are assessed using Bsquared.

KS2 Writing Intentions

We aim to provide all children with the skills and strategies to write with confidence, in a variety of different forms and for different purposes.

We aspire to establish a love for writing where children choose to write and inspire an interest in words and what they mean to enable children to develop an increasing oral and written vocabulary.

Inspire an interest in words and acquire a wide vocabulary and an understanding of grammar and knowledge of linguistic conventions for writing. To use this knowledge in their writing and spoken language to enable children to develop an increasing oral and written vocabulary.

Engage children with a growing technical vocabulary, allowing them the opportunities to talk about their writing.

Develop critical appreciation of what they write.

Develop study skills so that the children can select appropriate fiction and non-fiction books from the library to support written work.

Key Stage 2 Implementation

Children in Key Stage 2 have a class text that relates to a topic that they are studying. This text is read to the class and they will become fully immersed in it alongside linked writing opportunities.

Children take part in a guided writing session every week where they spend time focusing on a particular writing objective or genre.

SEND, Disadvantaged and EAL children have scaffolds and additional scaffolds to develop their writing. This might involve working on composition, vocabulary, grammar, punctuation or handwriting.

Assessment in Key Stage 2

Writing is assessed through the marking of work, one to one and guided writing and SEN/Disadvantaged/EAL support sessions.

Teachers assess against the objectives in the red writing target booklets e.g. Composition – W6- I can write a narrative with clear structure, setting, characters and plot.

At the end of each half term the writing assessment grid is completed using evidence including assessed pieces of writing, target books and professional judgement. Every term teacher assessments are inputted into FFT.

Children who are working significantly behind are assessed using Bsquared.

KS2 Impact

To have a lifelong love of writing.

To leave KS2 with the skills necessary to access the KS3 curriculum.

To be able to share their writing with an audience.

To become a discerning writer recognising different genres as well as writing for different purposes.

To build writing stamina enabling sustained writing for pleasure.

Handwriting

We use a style called Continuous Cursive. All children learn this right from Foundation Stage through to Year 6.

Monitoring and Review

- The English Subject Leader will conduct regular monitoring of teaching and learning in English, including lesson observations and book scrutinies
- The English Subject Leader will also support colleagues in their teaching, by keeping them informed about current developments in English and providing a strategic lead and direction for this subject
- Provide the head teacher with an annual summary report in which they evaluate the strengths/weaknesses in English and indicate areas for further improvement

- At all times we ensure that the pupils' early years provision complies with the learning and development requirements, and the welfare requirements with regard to the statutory guidance set out in the Statutory Framework for the EYFS.
- This policy will be reviewed at every year

Conclusion

This English Policy aims to create a vibrant and effective English curriculum that aligns with our school vision and values. English helps pupils to *gain a heart of wisdom*, through fostering emotional growth, cultural appreciation, empathy, and a sense of belonging through diverse texts and meaningful discussion. By fostering a love of reading, writing, and communication, we aim to prepare our pupils for future success in all areas of life.

Signed _____

Date _____