



Deanery C.E. Primary School

Academy Status

English Policy

July 2026

The Deanery School Christian Ethos
Our School Motto – ‘Ad Majorem Dei Gloriam’
Translated this simply means ‘To the Greater Glory of God’.

Vision

At the Deanery, our vision is rooted in the words of Luke 10:27 — to love God with all our heart, soul, strength and mind, and to love our neighbour as ourselves.

This shapes everything we do. We seek to respond faithfully to God’s love by nurturing a community where each person is valued, supported and encouraged to flourish. In every aspect of school life—both the everyday moments and the significant milestones—we aim to reflect God’s love through our actions, relationships and decisions.

Beliefs and Values

We believe that every child is precious to God and created to thrive. As a Christian school, we aim to model the love, compassion, respect and kindness taught by Jesus. Inspired by the call to “love your neighbour,” we seek to build a community marked by peace, hope, joy, grace and mutual care.

We believe that education, strengthened by faith and lived values, enables children to grow in confidence, character and understanding, fulfilling their God-given potential.

School Culture

At the Deanery, we strive to create a learning environment where all members of our community are supported to develop socially, spiritually, creatively and academically. Guided by Luke 10:27, we aim to show love for God and one another in the way we learn, work and live together.

We aim to:

- Foster a school community enriched spiritually, morally, ethically and socially through the Christian faith.
- Value every child as uniquely created and loved by God, regardless of faith, ability, gender or ethnicity.
- Nurture children to show respect, kindness and consideration—loving their neighbour as themselves.
- Provide experiences that develop confidence, resilience, independence and self-esteem.
- Support each child to fulfil their potential across the whole curriculum.
- Promote curiosity, knowledge and understanding in a secure, stimulating and enriched environment.
- Build strong partnerships with staff, governors, parents, the local community, parish churches and the Birmingham Diocese.
- Encourage each child to develop aspirations for their future and recognise their place in God’s world.
- Enable all members of our community to understand their responsibility and value within the wider community.

INTENT



At Deanery CE Primary School, we recognise the crucial importance of studying the English language. Improved performance at reading, writing and spoken language will enable our pupils to express their thoughts and ideas enthusiastically, fluently and accurately. This will also help them to flourish in other curriculum subjects, while enriching their lives beyond school.

Our overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

We want children to leave our school with a love of English – of reading and writing. But also fully equipped with the literacy skills to achieve their dreams in future life.

READING

Reading attainment is highly correlated with enjoyment.

We strongly believe that reading is at the centre of learning and can open many doors for our children; it stimulates their imagination and allows them access to new experiences and a range of interests.

Our aim is to inspire children with a range of authors; to develop confident readers and enthusiastic storytellers with a lifelong love of reading.

WRITING

Writing gives children a voice to share their ideas with the world.

Learning to write is one of the most important things that children at primary school will learn. Children use their writing across almost all subjects of the curriculum.

It is our vision that every child will learn to love writing by being given inspirational and engaging materials, alongside meaningful opportunities to write, which will spark imagination, develop creativity and empower them to express themselves.

GRAMMAR

Grammar is the foundation for communication.

We want our children to develop a deep understanding of how language works, enabling them to have greater control over their writing by choosing words and sentence structures appropriate to audience and purpose.

We aim for our children to become confident authors and orators who can persuade convincingly, instruct precisely, explain clearly and describe in detail throughout their school career and beyond.

At Deanery CE Primary School we encourage all children to become independent learners and be confident in all strands of learning. The children are given opportunities to speak in a variety of contexts and learn to listen to and value the views of others.

IMPLEMENTATION

Curriculum Delivery

Statutory requirements for the teaching and learning of English are set out in the *National Curriculum in England: Framework Document (2014)*.

From Reception to Year 6, children are taught English within their classes. Through differentiation and the support of teaching assistants, all children receive high-quality teaching and appropriate support to help them reach their full potential.

Where necessary, pupils may also receive additional support outside of English lessons. Children on the SEND register with One Page Profiles may access interventions tailored to their specific needs in English, with targets taken from the Birmingham Language and Literacy Toolkit.

A clear lesson objective and success criteria are a feature of all English lessons. Working walls support learning in the classrooms. Evaluative marking is used. Assessment informs planning and reference is made to the National Curriculum in medium term plans. The wider curriculum enables children to use and apply their developing skills in English in a variety of ways. We encourage children to use ICT as a resource for learning, whenever appropriate. We provide a rich and varied experience for pupils to draw on in their writing and reading across the whole curriculum.

Approaches to speaking and listening

The four strands of speaking and listening — speaking, listening, group discussion and drama — permeate the whole curriculum.

Interactive teaching strategies are used to engage all pupils and raise standards in reading and writing. We aim for children to speak clearly, fluently and coherently, listen attentively with understanding and empathy, and contribute effectively to discussions.

We achieve this by:

- ☐ giving our children confidence in themselves as speakers and listeners by showing them that we value their conversations and opinions. We also encourage a respect for the views of others.
- ☐ being aware that as adults, we provide a model of speakers and listeners in our day-to-day interactions with them and with other adults in our school.
- ☐ helping them to articulate their ideas and provide purposes and audiences for talk within a range of formal and informal situations and in individual, partner, group and class contexts.
- ☐ by providing opportunities to perform to a larger audience, in assemblies and productions, where children's efforts and skills are acknowledged by staff, parents, carers, visitors and peers.
- ☐ by providing a range of experiences where children can work collaboratively and participate in opportunities to reflect on talk and explore real and imagined situations through role play, hot-seating, drama and discussions.
- ☐ by developing the children's ability to listen with attention and understanding in all areas of the curriculum and where necessary, asking and responding to questions appropriately.

Approaches to Reading

At Deanery CE Primary School, reading is at the heart of our learning. We know that a love of reading is the biggest indicator of future academic success and believe that one of the most important gifts we can give a child is the power to read and share books. When a child learns to read, a new world opens up and children move quickly from learning to read to reading to learn.

Our approach and commitment to reading is the same across the school, we use Little Wandle as our phonics scheme and in Reception to Year 2 use the Little Wandle reading books to accompany the phonics teaching. Year 3 children also follow the Little Wandle reading fluency programme to build reading fluency skills, before moving to Whole Class Reading lessons

In each year group as the age and stage of the reader changes, the frequency and the way in which books are allocated differs. The following details the process for each year group.

Nursery

A sharing book will be chosen children each week. This is a book for parents to read to their child that has been selected from the school library and will be their child's choice. We ask parents to encourage discussion and book talk, make it fun and sound exciting by changing their voice. Talk with children about the book, introduce new and exciting language and encourage children to use new vocabulary. Make up some sentences together and describe things they see. The aim of the sharing book is to foster a love of books, language and story.

Reception and Year 1

Children read the Little Wandle reading books following the letters and sounds phonic phases three times a week in reading practise sessions. Children are assigned reading books that are fully decodable when they are able to recognise the phonic sounds and are able to blend the words. There is a taught structure for the reading book which includes a four part read, three times in school and then at home. Each reading session at school, has a specific focus: session 1 - decoding, session 2 - prosody, session 3 - comprehension. Children are then assigned an eBook of the same title as a fourth read known as the 'celebration read at home'. Children will be reading to at least 95% accuracy for their celebration read at home.

In addition children also choose a sharing book. This is a book for parents to read to their child that has been selected from the school library and will be their child's choice. We ask parents to encourage discussion and book talk, make it fun and sound exciting by changing their voice. Talk about the book, introduce new and exciting language and encourage use of new vocabulary. The aim of the sharing book is to foster a love of books, language and story.

Year 2 Autumn Term

Children read the Little Wandle reading books following the letters and sounds phonic phases three times a week in reading practise sessions. Children are assigned reading books that are fully decodable when they are able to recognise the phonic sounds and are able to blend the words. There is a taught structure for the reading book which includes a four part read, three times in school and then at home. Each reading session has a specific focus: session 1 - decoding, session 2 - prosody, session 3 - comprehension. Children are

then assigned an eBook of the same title as a fourth read known as the 'celebration read at home'. Children will be reading to at least 95% accuracy for their celebration read at home. In addition children also choose a sharing book as detailed above.

Year 2 Spring term and Summer Term

Some children continue with the Little Wandle reading practise sessions three times a week using phonically decodable books.

The rest of the children in Year 2 have reading practise sessions three times a week using books that have been selected and sequenced to provide increasing complexity across a range of genres. Each session they have a series of comprehension questions to answer based on the section of the text that they have read. These focus on the reading skills of vocabulary, inference, prediction, explanation, retrieval and sequencing. As with the Little Wandle books, the fourth session of the week takes place at home when the same book is taken home for a celebration read.

In addition, children will continue to choose a sharing book as in Reception and Year 1.

Children in Year 2 should be reading for approximately 10 minutes each night. This may be reading to an adult, with an adult or independently. We would also encourage children to discuss the book and predict future events in order to develop their skills of inference and deduction.

Key Stage 2

Children in Year 3 follow the reading fluency programme provided by Little Wandle to build reading fluency skills, which is run over 3 sessions per week (30 minutes each in small teaching groups). These sessions include phonics practice where necessary, reading focus words relevant to the text, reviewing tricky words, reading and discussing new vocabulary (word meaning), repeated readings of the text, prosody to practise emphasis and expression, repeated reading with a focus on intonation and oral comprehension. Once children have completed this programme, they progress to Whole Class Reading lessons.

In Whole Class Reading, each year group has a 45 minute lesson three times a week and study three linked texts within a week which may be linked by genre, author and theme. Each session consists of around 15 minutes of the children reading and then 30 minutes of discussion and tasks. During these sessions, we cover a breadth of texts - fiction, non-fiction, poetry, songs and picture books and focus on the VIPERS reading skills - vocabulary, inference, prediction, explanation, retrieval, summarising and sequencing.

All children should have the opportunity to read to the teacher across these sessions. Children begin with a short retrieval quiz (quick start) that shouldn't require much, if any, looking back over the text. After this, any unfamiliar or potentially limiting vocabulary is explored and read around for a few minutes. This is accompanied with pictures/visuals where possible for a deeper understanding. Deeper questions or activities are then presented one at a time. In the form of individual thinking, partnered talk and solo work.

It is important that we still hear our KS2 children read and take opportunities to discuss their texts in order to develop their higher-level reading and comprehension skills. Children in KS2 should be reading for approximately 20 minutes each night. This may be reading to an adult, with an adult or independently. We would also encourage children to discuss the book, predict future events in order to develop their skills of inference and deduction. Children should record their reading on the reading record on Seesaw each week. (Please see the

Homework Policy for further information.) On the whole, children are given the freedom to choose books that they think they will enjoy – therefore some books may seem harder or easier than others. Teachers will keep an eye on the texts chosen to ensure that your child is being appropriately challenged. We also encourage children to bring in books, magazines, comics etc from home. Magazines and comics can often encourage reluctant readers and give children confidence to read for pleasure.

Reading tests are undertaken throughout the year to identify children who require extra support with their reading (see assessment timetable). Staff are deployed throughout the school to work with children in order to improve their fluency, intonation, decoding skills and comprehension. Home reading is encouraged and is an integral part of the child's development.

Other opportunities such as reading challenges and book weeks are offered within school along with a book fair to further promote reading.

Reading for Pleasure

We believe that reading should be a fundamental part of childhood and a skill which should be developed to support lifelong learning.

Our aim is to develop and embed a strong, sustainable reading culture within the school community. Confident and competent readers will foster a love of reading through a rich and varied experience of texts, in which they are empowered to exercise freedoms of choice and independence. Inspiring children to read is their fundamental right. It underpins all learning and secures a good trajectory for personal development and an understanding the world in which they live.

We believe that a reading child is a successful child and that:

- Children deserve a rich curriculum which encourages extensive reading of books and other kinds of texts;
- Planning enables links across learning, which create a wide range of opportunities in which children can read for pleasure;
- Children will have the opportunity to experience whole books to support them in their understanding of literary structures and allow them to become absorbed in the story itself;
- The active encouragement of reading for pleasure should be a core part of every child's educational entitlement, whatever their background or attainment. Extensive reading and exposure to a wide range of texts make a huge contribution to students' educational achievement;
- Children will be encouraged to read texts which reflect their own heritage and that of other cultural groups. Children should be allowed to explore and engage with texts in their native language;
- All children should have access to a wide range of texts in different formats and genres and support in enjoying them where necessary;
- The school will engage and support parents enabling access to a full range of reading experiences. Where this is not possible, action will be taken to provide compensatory measures which allow equality of access to all children;
- Home-school relationships will promote the importance of all adults in fostering a love of reading;

- School reading should not only be seen as synonymous with attainment and judgement as this could influence children's perceptions of books and reading;
- Professional development and support for teachers will be provided to allow them to explore the huge range of printed and electronic reading materials available to enable them to support children in their reading choices.

The school has a commitment to evaluate the outcomes of this Reading for Pleasure statement and continually review practice to ensure all children become lifelong learners

Approaches to Writing

To develop our children as writers, in line with the DfE Writing Framework (2026), we:

- Prioritise the teaching of **strong foundations for writing**, ensuring pupils secure **transcription (handwriting and spelling)** and **oral composition** from the earliest stages;
- Recognise writing as a complex process and teach both **transcription and composition explicitly, systematically and cumulatively**;
- Treat children as writers from the outset, valuing **talk and oral rehearsal** as essential precursors to successful writing;
- Build pupils' **confidence and motivation** through carefully structured opportunities that enable success and promote a positive writing culture;
- Follow a **well-sequenced approach**, moving from oral composition to **sentence construction**, before developing longer pieces of writing;
- Prioritise **sentence-level teaching** so pupils understand how sentences are constructed and how meaning is conveyed;
- Model the **writing process** (planning, drafting, revising, editing and sharing), gradually releasing responsibility to pupils;
- Provide opportunities to write for a **range of purposes and audiences**, developing awareness of the reader;
- Teach **grammar, punctuation and vocabulary in context**, enabling pupils to make deliberate and effective choices in their writing;
- Support pupils to **review, evaluate and improve their writing**, using feedback to revise and refine their work;
- Provide **systematic and regular teaching of spelling and handwriting** to develop fluency and reduce cognitive load;
- Ensure appropriate **scaffolding and support** so that all pupils, including those who need additional support, can secure the essential foundations and progress in writing.

Handwriting approaches

Handwriting begins in the E.Y.F.S with mark-making and patterns. All pupils are given access to a wide range of writing tools and mediums to practise the early fine motor skills. The needs of left-handed children, or those with physical difficulties are also taken into consideration and where necessary accommodated with resources or specific intervention. Pupils are encouraged to develop fluent lines of correctly orientated letters from an early age and emergent writing is encouraged. Correct posture and positioning of paper or books are also emphasised during these sessions. Letter formation and handwriting is taught and modelled using a range of resources.

The national expectation at the end of Year 6 is that children will join their handwriting. As the children move up through the school they are encouraged to think carefully about the presentation of their work and to develop clear, legible and fluent hand-writing.

See Presentation of Work Policy.

Cross-Curricular Links and ICT

Teachers seek to take advantage of opportunities to make cross-curricular links where relevant. They plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

Inclusion

All children receive quality literacy teaching on a daily basis and activities are differentiated accordingly. In addition, where identified pupils are considered to require targeted support to enable them to work towards age-appropriate objectives, intervention programmes will be implemented. Teachers and teaching assistants plan programmes together and monitor progress of these pupils.

More able children in English are identified and challenged appropriately.

The needs of children with English as an additional language will be met through planning and support from the Multicultural Support Agency where appropriate. This is supported by our equal opportunities policy.

Equal Opportunities

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Role of English Team

The English leader is responsible for improving the standards of teaching and learning in English through the monitoring and evaluation of the subject. This will involve:

- ☐ monitoring of pupil progress
- ☐ conference with pupils regarding all areas of English
- ☐ analysing data
- ☐ monitoring the provision of English in line with the subject monitoring policy
- ☐ taking the lead in policy development
- ☐ auditing and supporting colleagues in their CPD
- ☐ purchasing and organising resources
- ☐ keeping up to date with recent English developments
- ☐ analysis of SATs results to identify areas for development
- ☐ checking that assessment for English is carried out in line with the school's assessment policy

Parental Involvement

Parents can play a vital role in the development of English skills. We aim to foster a strong home-school partnership regarding reading, using school reading diaries and digital platforms as a tool for communication between school and home. Parents also support the school by coming in to hear readers during the school day.

Parents of children who have a One Page Profile provide support for handwriting, spellings and various genres of writing that may be set for homework.

IMPACT

The impact of the school's curriculum can be seen in the work produced by pupils and in outcomes for all groups across the school. It can also be heard through pupil voice, where children speak with enthusiasm about texts and their learning in English. Everything we do is with the child in mind. Strong relationships between pupils and staff create a positive learning environment that supports success. Pupil progress is monitored through ongoing formative assessment and through three key assessment points during the year. Work is planned to address misconceptions and gaps in learning identified through assessments to ensure that the curriculum effectively meets the needs of all pupils.

Assessment and Target Setting

Assessments are made in line with the school assessment policy.

Teachers use effective assessment for learning to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps. Group or individual targets are set accordingly. Marking is in line with the school marking and feedback policy.

Class teachers keep records that enable them to deliver an effective, creative and relevant curriculum that builds on prior attainment and meets the needs of pupils. Each year group has specific writing criteria to support teacher assessment judgements.

- ☐ Teachers use developmental feedback in order to identify where children have included elements of the success criteria, set next steps targets and to give children the opportunity to revisit their work in order to make improvements.
- ☐ Summative assessment is used three times a year in order to assess the children's reading, writing and SPAG against national standards.
- ☐ Writing targets will be generated as a result of formative and summative assessment.
- ☐ Year 6 pupils undertake SATs in May.

Conclusion

This policy should be read in conjunction with the following school policies:

- ☐ Teaching and Learning Policy
- ☐ Assessment Policy
- ☐ Feedback and Marking Policy
- ☐ SEND Policy
- ☐ Presentation Policy
- ☐ Computing Policy
- ☐ Equal Opportunities Policy

This policy will be reviewed by staff and presented to governors for approval every three years.

Policy updated by English Lead

July 2026

To be reviewed

Agreed and accepted by Governing Body 16/9/26

