

Carrington Infant School (Carrington Schools Federation)

English Policy

MISSION STATEMENT:

The Carrington Schools Federation: an ambitious, caring, and inclusive community.

VISION:

To be a nurturing community that develops respectful, resilient, and happy children with the self-belief, knowledge, and skills to thrive in the future.



Date Policy last reviewed: October 2025

Signed by:

Head Teacher: Kate Cliffe

Date:

Chair of Governors: Nadia Zachary

Date:

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Purpose of the policy

English is a core subject within the National Curriculum. We aim for the children to think, explore, organise and communicate meaning through speech, reading and writing to enable every pupil to achieve their full potential. We recognise the importance that language plays in the social, emotional and imaginative development of our pupils as they learn to communicate with others. We aim to develop our pupil's abilities to use language competently through the National Curriculum (2013).

Subject Vision

At Carrington Infant School we believe every child should leave us with a passion for reading. We are committed to providing a high-quality English education for all pupils. This means developing key skills for decoding, fluency and understanding in reading and developing a lifelong attitude of finding pleasure in reading. Pleasure for reading gives children a fantastic bank of knowledge and skills to help them become creative and imaginative writers.

Aims and Outcomes

We aim to:

- Enable pupils to express themselves confidently and appropriately and to listen to the views of others. This includes alternative communication e.g. Makaton, PECS.
- Challenge and deepen the thinking of all students.
- Enable pupils to read accurately and with understanding from a wide range of texts.
- Encourage pupils to enjoy reading and writing.
- Enable pupils to develop confidence and make progress as readers.
- Enable pupils to recognise the relationship between reading and writing.
- Provide pupils with the learning opportunities which integrate reading, writing, speaking and listening activities.
- Develop thinking skills to encourage independence and reflectiveness.
- Enable pupils to know, understand and be able to write in a variety of genres across the whole curriculum.
- Enable pupils to recognise that writing should have a clear purpose and audience.
- Enable pupils to have legible handwriting.
- Enable pupils to spell and punctuate correctly.
- Provide opportunities for pupils to use computing as a tool to facilitate and extend their learning in speaking and listening, reading and writing.

Teaching and Learning

Early Years Foundation Stage

Provision is planned for the outside and inside area, with child-initiated play being vitally important alongside a carefully planned number of carpet sessions with the whole class and small group activities to develop learning following the 'Drawing club' structure. Using a high level texts suggested within our 'Read to Write' Scheme of learning alongside other engaging books to build a love of writing and stories at an early stage. Drawing club encourages a love of writing through giving purpose to each sentence and phrase the child writes down which focuses on individual learning needs.

These are the aspects of learning that focus on English skills:

Communication and Language (Prime area)

Listening, Attention & Understanding

Children will learn to:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

Children will learn to:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Physical Development

Gross Motor

Children will learn to:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor

Children will learn to:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy (Specific area)

Comprehension

Children will learn to:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Reading

Children will learn to:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

Children will learn to:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Children in EYFS have daily Little Wandle phonics sessions, in line with KS1, and have small group reading twice a week. The aim of the foundation stage is to ensure that the pupils have the skills and the characteristics of learning as a unique child to be prepared for beginning the National Curriculum in Year 1.

Key Stage 1

Read to Write and Drawing club

Read to Write was developed to empower teachers to provide high-quality teaching of writing through children's high-quality literature. The units have been carefully mapped out so the entire statutory curriculum for writing is covered for each year group. This scheme is the basis of our writing teaching. The children get to know texts in depth, imitate the text, innovate on it and extend outwards from the text. We cover a whole range of genres over the year ensuring that the children experience the whole curriculum in exciting ways. Sessions are planned through high quality picture books that are used over an extended period of time so that the children can really develop richness of vocabulary that will make their writing exciting. Those children who have not reached a GLD (good level of development) by the end of EYFS will continue to access the rich texts through drawing club.

Timetabling

English is given a high priority in the timetable as it is so vital for the children's early learning. Planned daily is a 20-30 minute LW phonics lesson incorporating reading, writing and applying skills, as well as adapted Read to Write English lessons for all pupils and a LW reading session (2-3 times a week).

At Carrington Infant School, we use English to communicate in both written and spoken form. We use language to build our view and opinion of the world and our community. We believe that developing a love of our language in our children is vital in achieving success at school and later in life. Progress, exploration and enjoyment in the English language are our priority and we value all its aspects – speaking, listening, reading and writing. English is taught daily across the whole school with work appropriately adapted for children. We monitor progress half termly through book looks and Little Wandle phonic assessments. Children in KS1 carry out a writing assessment through 'no more marking,' results are compared with schools nationally.

Year One

Writing is taught through whole class English inputs with follow up teacher focused small group sessions focussing on writing skills. Play projects are planned for the children to access and secure their writing knowledge and skills.

Continuous provision allows children ongoing access to English resources, through skilled modelling by practitioners this allows children to embed knowledge and skills throughout the day.

Oracy

Talking is fundamental to learning. Children are encouraged to speak clearly, confidently and with expression in order to state their ideas and opinions. Developing the skill of listening carefully to others and responding in appropriate ways is also fundamental. At Carrington Infant School, children are given many opportunities in all areas of the curriculum to develop their oracy skills, in paired, group or whole class situations. Therefore, role play, small world and drama activities are intrinsic elements of speaking and listening across the school from the very earliest years progressing to more complex speaking and listening activities in Key Stage One. We use the philosophies and ideas from Voice 21 to aid with teaching these vital skills, teaching children how whole body listening works. During our celebration assembly children receive an Outstanding Oracy certificate for demonstrating these vital skills. We have home learning Poetry Challenges each week for children to reinforce their oracy skills at home.

Phonics and Reading (see Phonics policy for more detailed information)

We place great value on the importance of accurate spelling and phonics as this is the basis of good writing and reading. Little Wandle is a structured programme of phonics and spelling which is used across the whole school and is based on Letters and Sounds.

Implementation

Daily phonics lessons in Reception and Year 1

- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to full-length lessons as quickly as possible. On Fridays we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- We follow the Little Wandle Letters and Sounds Revised expectations of progress:
 - Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
 - Children in Year 1 review Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Keep-up lessons ensure every child learns to read

- Any children in Reception and Year 1 who need additional practice are given keep-up sessions. In the spring term any children still needing additional keep up sessions in reception revisit these early sounds in smaller steps with more repetition to secure their learning.
- In Year 1 and 2 phonics sessions are ability set to ensure children don't become cognitively overloaded and can secure their phonic learning.

Daily phonics and spelling in Year 2

- Year 2 begins by using assessment to ensure that children have completed the Little Wandle Year 1 progression. Any gaps in teaching are addressed through daily phonics lessons until the programme is completed. Corresponding summative assessments are carried out to ensure this content is secure.
- Once all Year 1 content has been taught and assessed, we teach a five-week Phase 5 review. This ensures that children secure the trickier elements of Phase 5 and can apply this alphabetic knowledge in both reading and spelling.
- We use the Phase 5 review assessment before teaching in Year 2 to identify any children who may need more support when teaching. We reassess after teaching the Phase 5 review.
- Once the Phase 5 review is secure; we teach the Bridge to Spelling before moving to the Spelling units.
- Children with larger gaps in their phonic knowledge than their peers have daily phonics teaching and follow the Rapid Catch-up programme.

Teaching Reading

Reading practice sessions:

- We teach reading practice sessions every week.
- Children:
 - are taught by a fully trained adult to small groups of children
 - use books matched to the children's secure phonic knowledge using the Little Wandle Letters and Sounds Revised assessments.
 - are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
 - decoding: teaching children to use phonic knowledge to read words
 - prosody: teaching children to read with understanding and expression
 - comprehension: using dialogic talk to help children to understand the text.
- In Reception, these sessions start in Week 4 of the autumn term. Initially, children will read wordless books. In these sessions, children review GPCS and are taught blending using teacher-led blending. Once children can blend, they progress onto decodable books matched to their secure phonic knowledge.

- Children in KS1 read each book three times to develop phonemic awareness, vocabulary and comprehension as well as book behaviours.
- In Year 2, we ensure children complete reading the core programme decodable books (up to Phase 5 Set 5).

Children who read for pleasure gain a richer vocabulary, more knowledge and critical thinking skills in order to become independent learners. Children who have finished the Little Wandle phonics and reading programme in year 2 take part in whole class reading focusing more on higher level vocabulary and comprehension skills, using the Little Wandle Fluency texts and plans.

Home Reading

- Our children take a Little Wandle phase linked book weekly, and also the choice of a higher level library book to share with their family and build the love of reading. All Little Wandle books are decodable with the phonic sounds taught so far and help a child to build a bank of known words, confidence in reading, and fluency. The reading at home is recorded in a reading record book which is checked weekly.
- Children who have finished the Phase 5 set 5 Little Wandle phonics books will have access to our selection of engaging 'pleasure for reading' chapter books, as well as access to the Little Wandle fluency ebooks, to continue to build their love of reading.

Reading for pleasure

As they go through the school, they are given more responsibility for making their own reading choices from the excellent resources we have in school. Our well stocked library is open throughout the week for children to choose their books. We believe the children need to experience many high-quality picture books over their time in Carrington Infant School so they can develop a wide, colourful range of vocabulary that they can use over time and apply in their writing.

- They have access to a wide selection of engaging chapter books for those building their fluency and love of reading.
- Class trips to the community library are arranged termly by the English lead.
- Everyone has access to 'Carrington's Little Library' at the front of school where families can take and donate story books to be shared.
- Each week children attend 'Tell a Tale' assembly where a teacher or parent will read KS1 a story.
- Every class has an engaging book corner to encourage a love of reading.

Writing

At Carrington Infant School we aim for children to be independent writers from the very earliest years. Throughout our English curriculum, we aim to nurture in the children a love of literature and language, and the confidence to continue writing throughout their lives. We follow the 'Read to Write' scheme of work from Literacy Counts. Which focuses on using high quality and engaging texts, exploring well planned out WAGOLLS, so children can feel confident applying high level writing skills to their own stories.

Pupils are taught to proofread their own work and make amendments. We give children a wide range of enriching opportunities in which to develop their writing skills and display work of which they are proud. High quality presentation is always expected. We use ongoing development targets to focus development in identified areas so the children are able to improve their work.

We assess writing in a formative way over time encouraging next steps and also use "cold" writing tasks, where the children write unsupported, to set targets. After the unit of work has been taught, we can check their progress using "hot" writing tasks, to measure the progress they have made. We also have meetings for parents and carers to show them how they can help their children with writing. To promote purpose for writing children can 'request a selfie' of work they are proud of, after explaining what text and grammatical features they are proud of, this is shared with parents on Class Dojo.

We encourage children to develop the fine motor skills they need to write successfully from their very earliest time in school, where the children might be using play dough to strengthen their fingers, to developing cursive, joined up writing. We teach children to write clearly and with confidence in any given genre and how to use punctuation and grammar accurately in their writing.

We follow the Nelson handwriting scheme of work to teach children to join their words, and use Nelson fonts for powerpoints and displays to help reinforce these letter formations.

Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Drawing club – Not Now, Bernard & Room on a Broom	Drawing club – Penguin, The Giant Jam Sandwich & Rosie's Walk	Star in a jar – To tell and write a finding story / lost poster	Juniper Juniper – To tell and write a super hero story / Write a letter	Little red riding hood – To tell and write a traditional tale / Instruction writing	The storm whale – To tell and write a friendship story / sea creatures poetry.
Year 1	Major Glad, Morjot Dizzy – to write a discovery story / write a recount of story.	Rapunzel – to write a traditional tale / to instruct how to catch a ...	Hermelin – to write a detective story / letter writing	Where the wild things are – to write a portal story / information writing	The secret of black rock – to write a return story / postcards	The last wolf – to write a hunting story / instruction writing recipes.
Year 2	A River – Circular narrative / letter writing	The Night Gardener – Setting narrative / diary writing	The Bog Baby – Finding narrative / instruction writing	Grandad's Island – Return narrative / information writing	The king who banned the dark – A mistake narrative / information, instruction writing	Rosie Revere – Invention narrative / explanation writing

Cross Curricular Links

English skills across the curriculum

Oracy, reading and writing all play a vital role within a child's learning. Opportunities to practice and use these skills across maths, science, RE, geography, history and PSHE are planned.

Assessment and Learning

Staff recognise the importance of day-to-day formative assessment as a reflection of the extent to which pupils are achieving the objectives set out in lesson plans. Where necessary, children's names are noted where extra support is needed following a lesson and future planning reflects whether objectives have been met. We recognise that marking and feedback is an important feature of ongoing formative assessment, but the most valuable feedback is given in the moment. This is responsive teaching. Class teachers keep records for reading.

Assessment books are used for pupils to record pieces of work. This work is used to assess pupil's progress in writing. Pupils are assessed regularly in reading and writing using Sonar tracking against the appropriate band statements. This is part of ongoing teacher assessment. Teachers meet to assess and monitor children's work regularly, set new targets, and change target groups (if appropriate). KS1 use No More Marking website once a year to aid with teacher judgement of writing and compare pieces across other schools.

Phonics and reading are assessed half-termly using the Little Wandle tracker website, to identify children needing extra catch up sessions. Little Wandle phonetically decodable books are assessed regularly to ensure children continue to develop a love of reading through experiencing interesting and phonetically matched reading books. KS1 also use NFER reading papers to help assess reading and comprehension levels.

Parents will be informed of their child's progress and attainment during parents evening in the autumn and spring term, and by written report in the summer term. This policy will be reviewed regularly by the Head Teacher, staff and governors in the light of new directives or changes of policy.

Statutory Assessment

Children in Year 1 sit the Phonics Screening Check. Any child not passing the check resits it in Year 2.

Resources

Funding for resources is allocated on a yearly basis and is dependent upon the priorities in the School Improvement Plan. Staff can request additional or alternative resources through the English Co-ordinator or Head Teacher. English will always be a priority subject in the budget to ensure excellent provision.

Reading books, including home readers, sets of LW guided reading short reads and book sets are kept in the reading area in KS1, Early Little Wandle books are kept outside Willow class.

EYFS and Year 1 have a set of Little Wandle resources per class, one set across year 2. Other resources are used for LW catch up sessions and are stored in classrooms.

Roles and Responsibilities

Head Teacher – Mrs Cliffe

Curriculum & Assessment lead – Mrs Barron

English lead – Mr Law

Role:

- Ensure the skills from the English curriculum are covered.
- Provide support for teachers to carry out effective phonics, reading and writing lessons.
- Ensure colleagues are aware of current initiatives.
- Evaluate and monitor the effectiveness of teaching and learning within the school.
- Monitor progress
- Review current practice in school, evaluating strengths and areas for development
- Review and revise policy
- Write action plan
- Attend relevant in-service training and prompt others about relevant training

Inclusion

The English lead, SENCO and class teachers will ensure that all pupils have work adapted to meet their specific needs. All children will cover the content made statutory by the programmes of study within the National Curriculum where this is appropriate for them. Pupils will access this curriculum at the appropriate level, ensuring progress and adaptation. This includes planning for the more able children and enabling them to make further progress in accordance with their ability. Learning Support Staff provide additional support where necessary under the guidance of the class teacher. Pupils with significant literacy needs will be given specific targets and support as outlined in their provision maps. Suitable resources and learning environments will be available to enable pupils to access their learning requirements.

Links to other Policies

Assessment policy

Handwriting policy

SEND policy

Monitoring and Review

The English Lead, the Head Teacher and the class teachers will monitor the approaches outlined in this policy. The English Lead will also draw up an action plan linking with the whole school development plan. This plan will be updated regularly according to action and impact. Monitoring will include lesson observations, learning walks, work sampling and data analysis. Time will be given to the English Lead to carry out this role. Teachers meetings will be used to discuss and evaluate strategies and ideas. The Lead and SLT will monitor the termly assessment records working together to plan future action. The English Lead will be given support to develop this strategic role. The English governor will report back to the governing body through the head teacher and the Teaching and Learning committee.