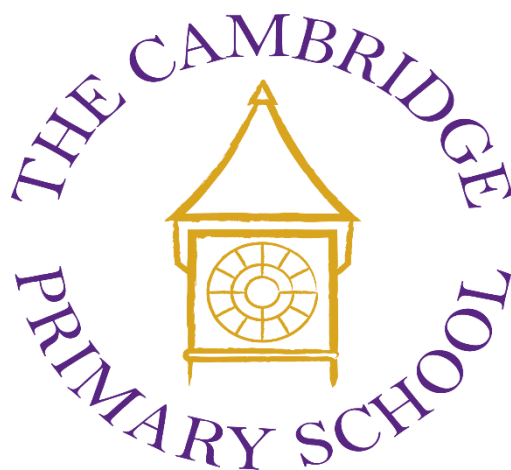


THE CAMBRIDGE PRIMARY SCHOOL

'Inspiring Minds Together'

ENGLISH POLICY

2026



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Table of Contents

INTENT	3
IMPLEMENTATION	3
Reading	3
A reading expert strategy	3
Phonics	3
Story time	3
Regular opportunities for children to read to adults in school	4
Structured reading system	4
The discrete teaching of reading	5
Reading for pleasure	5
Feedback and assessment of reading	6
Keep up and catch up	7
Time allocation	7
Writing	8
Planning and Pedagogy	8
Learning Environment	8
Spelling Strategy	9
Handwriting Strategy	9
Vocabulary, Grammar and Punctuation	10
Writing for pleasure.....	10
Feedback and assessment of reading	11
Keep up and catch up	11
Time allocation	11
Spoken Language	11
Planning and Pedagogy	11
Learning Environment	12
Keep up and catch up	12
Supporting Parents	13
IMPACT	14

English Policy

“Write to be understood, speak to be heard, read to grow.”

Lawrence Clarke Powell

INTENT

The teaching of English at The Cambridge is designed to give pupils the key skills in English that enables them to access material in all curriculum areas, and provide a foundation for their learning throughout their school career and beyond. To achieve this, we are focused on making English interesting, exciting and purposeful by engaging the pupils with the joy and wonder of books and capturing their imagination both inside and outside of school. English is viewed as a fundamental part of the holistic development of the child for inspiring minds through literature, fostering positive behaviours and attitudes toward learning, whilst developing our key learning characteristics of being brave, innovative, collaborative and taking ownership.

When leaving the Cambridge, we aim for children to demonstrate:

- **Enthusiasm** for reading and literature with the **confidence** to discuss the wide range of text types, authors and illustrators they know and enjoy.
- **Curiosity** to explore new texts in response to recommendations and **self-assurance** to question and give opinions about what they have read.
- **Ownership** to use text as a tool for developing creativity and to gain a deeper understanding of areas of interest, for expanding knowledge or to complete investigation.
- **Communication** through speech and written word showing **confidence and bravery** to use a high standard of English and adventurous vocabulary across the curriculum and in a range of situations.
- **Creativity and innovation** across writing with accurate grammar and spelling.
- **Collaboration** with peers to generate ideas and reflect on their writing to improve and amend.

IMPLEMENTATION

Reading

At the Cambridge Primary School, we will implement:

- **Expert reading teaching:** The teachers at The Cambridge Primary School have a shared understanding that reading is an essential skill for everyone. Reading is for enjoyment and for learning. We strive to create a reading culture where reading is prioritised and at the heart of everything we do.
- **Phonics:** The Little Wandle Letters and Sounds Revised Phonics Programme (2021) is a consistent, systematic high quality, whole school approach to teaching phonics. This begins almost immediately as children enter Reception and is carried through until at least the point where children can read almost all words fluently. See the [Phonics and Early Reading Policy](#) for further details.
- **Story time:** The children are read aloud to on a daily basis in every year group. This is for the children’s enjoyment with the main aim of motivating them to read for pleasure. Texts will be ambitious for each year group with rich language to develop the children’s vocabulary. Additionally, it will develop their

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knowledge and confidence to discuss a wide range of authors, illustrators, variety of text types and genres.

- **Regular opportunities for children to read to adults in school:**

- In Reception and Year 1, all children will read to an adult at least three times every week through Little Wandle group reading practice sessions.
- In Year 2 and Key Stage 2, every class will have a 'Traffic Light Readers' list. Children identified as *red readers*, read to an adult at least three times a week, *amber readers* read at least twice weekly whilst *green readers* read as frequently as possible. Adults in every class are aware that every second counts and if there is any spare time, they can access the list and read with the children.

- **Structured reading system.** This consists of:

Phonics Readers

- These are changed weekly to develop fluency, prosody and comprehension through rereading.
- Reception and Year 1, Phonics Reader books are fully decodable and matched to the sounds that the pupil knows.
 - This book is read during the three reading practice sessions in school.
 - They match the teaching sequence of the Little Wandle programme.
 - To ensure children read books that match their current knowledge and ability, there is a Little Wandle phonics assessment every six weeks.
- Year 2 and Key Stage 2 – children read books matched to their ability to introduce a wide variety of literature.
 - Books are organised in groups that match the progression of the Little Wandle Letters and Sounds Revised programme up to the end of Phase 5 and then the developmental book bands. The books change from 'phonic readers' to 'school readers'.

Family Readers

- Family Readers are aimed at developing and inspiring a love of reading through the child's choice of book and the shared experience of reading together.
- Children have a free choice of books from school. They contain sounds and tricky words that do not match those the children are currently learning so they should be read by an adult.

- **The discrete teaching of reading:**

- Children in Reception and Year 1, will take part in small group reading practice sessions.
 - There are three sessions weekly with a specific focus on the skills of decoding, prosody and comprehension.
 - Sessions follow the Little Wandle scheme.
 - Class teachers and Learning Support Assistants lead the sessions but class teachers and school leaders monitor pupils' progress.
- In Year 2 and Key Stage 2, children take part in whole class guided reading lessons.
 - Lessons are planned following the guided reading planning sequence (below).

Lesson 1 develops background and vocabulary knowledge, to support children to build their mental model.

Lesson 2 explicitly teaches fluency and prosody through strategies including echo reading, partner reading and performance reading.

Adaptations are made to planning by class teachers to remove barriers to learning so all children are able to achieve the same learning intention. Time is planned to respond to feedback. Learning is recorded in individual guided reading folders. Pupils study fiction, non-fiction and poetry in guided reading lessons.

- **Reading for Pleasure.** This is promoted by:
 - Daily story time when the children are read aloud to on a daily basis in every year group.
 - A range of regular events to engage pupils with the joy and wonder of a wide range of text types so they are confident, enthused and motivated to read for pleasure.
 - A supportive learning environment with reading and books promoted throughout the school so children have access to engaging books.
 - English planning that is linked, inspired and supported by high quality, engaging and relevant texts. Stories form the basis for weekly continuous provision in Reception and an English teaching sequence in Key Stage 1 and 2. This leads to daily discussion about the text where children are encouraged to respond to text with questioning and debate.
 - Family Reader books that children have free choice to select from school and share with their family at home.
- **Feedback and assessment of reading:**
 - Fast feedback is given as outlined in the Fast Feedback and Recording of Learning Policy.
 - Elements of reading assessment are recorded on feedback sheets so teachers can see which pupils need further support.
 - Formative assessment:
 - 1:1 reading –
 - ❖ Child’s reading record- feedback is recorded in the child’s reading record
 - ❖ Formative assessment notes can be made on the ‘Weekly Traffic Light Readers’ list.
 - Reading Practice Sessions –
 - ❖ Child’s reading record-generic feedback is provided in the form of a sticker (attached to the book planning), in addition to an individual comment relating to reading behaviours, which give specific feedback following guidance in the Reading Prompt Sheet.
 - Guided Reading -
 - ❖ Formative assessment notes are recorded on the ‘Whole Class Feedback Sheet’
 - ❖ A lesson is planned in to the sequence of lessons in order for teachers to give feedback to pupils
 - Summative assessment:
 - Phonics-Reception, Year 1 and some children in Year 2 and Key Stage 2, use the Little Wandle summative assessment every 6 weeks which informs the Little Wandle phonics tracker and next steps.
 - Running records-These give an overall picture of a child’s reading behaviour including decoding, fluency and understanding. They are used at three points throughout the year (Baseline or CP1, CP3 and CP5).
 - Mock Phonics Screening Check-Children in Year 1 and those who have not met the threshold for the phonics screening check, should participate in mock phonic screening checks throughout the year (CP2, CP4, CP5).

- NTS reading assessment papers-Children complete the papers in KS1 and KS2 at three data checkpoints (CP2, CP4 and CP6).

- **Keep up and catch up:**

- Children who require extra support with reading will be identified from regular assessment.
- Little Wandle Keep Up and Catch Up sessions take place in Reception, Year 1 and for some children in Year 2 and Key Stage 2. They offer immediate additional practice for those children who are identified as not keeping up with their peers and are delivered by the class teacher or LSAs.
- Intervention-Identified children will take part in regular, intervention groups with a focus on pre-teaching and overlearning. This is aimed at building confidence and successfully retaining what they have learnt. Intervention is delivered by class teachers, LSAs and the specialist reading support.

Phonics (time allocation)							
Early Years (Reception)		Key Stage 1 (Year 1 & 2)		Key Stage 2 (Year 3) If needed		Key Stage 2 (Year 4-5) If needed	
Phonics Whole class (+ small support groups)	2hrs 30 mins (daily 30 mins)	Phonics (progression groups)	2hrs 30 mins (daily 30 mins)	Phonics (progression groups)	2hrs 30 mins (daily 30 mins)	Individual support: precision teach and interventions	30 mins
Keep Up sessions (as and when needed)							
Reading (time allocation)							
Early Years (Reception)		Key Stage 1 (Year 1)		Key Stage 1 (Year 2)		Key Stage 2 (Year 3 to 5)	
Reading Practice Sessions (ability groups)	1hr 30 mins (x3 weekly 30 mins)	Reading Practice Sessions (ability groups)	1hr 30 mins (x3 weekly 30 mins)	Guided Reading (whole class)	1hr 30mins (x3 weekly 30 mins)	Guided Reading (whole class)	1hr 30mins (x3 weekly 30 mins)
1:1 reading (at least x1 weekly)							
Story Time approx. 1hr (daily approx. 15 mins)							

Writing

At the Cambridge Primary School, we will implement:

- **Planning and Pedagogy:**

- A creative 'hook' is used to engage the children: provide purpose and context.

During the imitation and innovation phases:

- Model texts are used to progressively exemplify and explicitly teach writing skills.
- Text maps (using Widgits) are used to support oral rehearsal, develop confidence and stamina
- Toolkits are created to highlight the required features of the genre.
- Short bursts of writing are used throughout the unit (more focussed teaching of this in implementation week) to practise key focuses of the text (e.g. persuasion) whilst rehearsing key spellings and grammar.
- Writing is taught 5 times a week for one hour in a cycle which lasts 3 weeks per genre for Lower School and 2 weeks for Upper School(see below)

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Model text:	Weekly overview				
Week	Monday	Tuesday	Wednesday	Thursday	Friday
1 IMITATE PHASE	KS1 – use a text map to learn the model text, identify the purpose and the audience of the text, discuss the structure of the genre using the toolkit and re-write the model.				
2 SKILL DEVELOPMENT	KS2 - identify the purpose and the audience of the text, identify the features of the genre using the toolkit. Skills linked to the national curriculum and the genre of writing are explicitly taught. Children are able to produce short burst writes related to the skill to support them with planning an independent version of their writing.				
3 INVENT PHASE	Children will use the skills that they have learnt in the skill development week to plan, draft, write, edit and publish their writing using the toolkit. this will then be assessed by teachers.				

Model Text	Weekly overview				
Week	Monday	Tuesday	Wednesday	Thursday	Friday
1 – Exploration Phase	Lower School only– use a text map to learn the model text, identify the purpose and audience of the text, the outcome of their piece of writing is shared and they discuss the genre of the text using the toolkit. Children will then write the model text at the end of the week.				
2 Implementation Phase	Lower School and Upper School – skills linked to the National Curriculum and the genre of writing are explicitly taught. Children are able to produce short burst writes related to the skill to support them with planning an independent version of their writing. Each of these lessons is then assessed by teachers using formative assessment.				
3 Application Phase	Lower School and Upper School – Children will use the skills that they have learnt in the skill development week to plan, draft, write, edit and publish their writing. This will then be assessed by teaching using the TAFs (Teacher Assessment Framework).				

- Rich texts are used that model the structure, language patterns, vocabulary and features of the text type.
- Planned by the class teachers using a Medium Term Plan format to ensure consistency. This ensures writing skills (including transcription and composition) build through the school and highlights links and connections in learning. Key teaching points are also added to the planning to support consistency across year groups and these are modelled by teachers when modelling. This involves revisiting prior skills that have been learnt as well as focusing on the skill in the learning intention.
- Adaptations are made to planning by class teachers to remove barriers to learning so all children are able to achieve the same objective.
- Collaborative strategies are promoted (KAGAN structures) to encourage interdependence and independence in learning.
- Tier 2 and 3 vocabulary from texts is promoted for use in talk and writing through use of word banks. These words banks are created using Widget to support access for all.
- Modelled and shared writing strategies are used to develop skills and independence through communicating the internal dialogue of a writer.
- Sufficient opportunities for children to plan and draft their writing in addition to time planned for evaluating and editing to improve using toolkits.
- Opportunities for children to share, present and perform their written work within their class, year group and across the school.
- **Learning Environment:**
 - Learning Journey-an English working wall in each classroom

- This should build over a unit and display a 'model' piece of work (what a good one looks like) in addition to prompts that illustrate the skills the children need to use in their writing. These could include copies of children's 'short burst' writing, key vocabulary, punctuation and grammar cues.
 - Spelling resources-see below
- **Spelling Strategy:**
 - Aimed at developing independence and resilience so children have a go at spelling words on a whiteboard rather than asking adults.
 - Discrete teaching of spelling
 - Reception, Year 1 and Year 2 teach spelling with a strong focus on applying phonic knowledge during Little Wandle phonics lessons.
 - Key Stage 2 teach spelling twice a week for 30 minutes following the progression of the national curriculum. The Oak Academy scheme is used for this and the progression of skills is followed.
 - **Handwriting Strategy:**
 - Handwriting is taught three times a week for 15 minutes
 - Reception: Learn to form letters in the print handwriting style, during daily phonics lessons in the sequence of the Little Wandle programme. The programme features rhymes to support formation. Throughout continuous provision, there are activities to promote fine motor control and opportunities to practise letter formation. Those finding it challenging will be encouraged to engage.
 - Year 1: Learn to form letters in the pre cursive handwriting style in letter families.
 - Year 2: Learn to use the horizontal and diagonal strokes needed for joining only when they are able to form letters correctly and of the correct size.
 - KS2: Children write with joined handwriting. Children have the opportunity to earn a 'pen licence' to be able to write in black pen in their books.
 - All adults to consistently model the handwriting expectations for the year group.
 - **Vocabulary, Grammar and Punctuation:**
 - This is taught during writing lessons in the second week of a cycle.
 - Vocabulary, grammar and punctuation are taught through the writing process so that pupils use these purposefully.
 - **Feedback and assessment of writing:**
 - Fast feedback is given as outlined in the Fast Feedback and Recording of Learning Policy.
 - Formative assessment:
 - Notes from English lessons and regular 'book looks' are recorded on the 'Whole Class Feedback Sheet' which is filed in the class assessment folder.
 - A TAF is used to assess each child's individual piece of work that they have completed during Application Week (week 3 of the cycle).
 - Summative assessment:
 - GAPS assessment papers-Children complete the papers in KS1 and KS2 at three data checkpoints (CP2, CP4 and CP6).
 - Arbor - information from all sources of assessment are used to make a summative judgement at three data checkpoints (CP2, CP4 and CP6).

Spoken Language

At the Cambridge Primary School, we will implement:

- **Planning and Pedagogy**
 - All adults promoting and modelling high standards of articulacy and the correct use of standard English.
 - Collaborative strategies in lessons using KAGAN structures that promote interaction.
 - Planning across the curriculum with a strong focus on developing rich vocabulary (particularly tier 2) through the use of high quality texts.
 - Weekly learning in Reception including rhymes, poems and songs so the children develop language comprehension and listening skills. Storytelling provides further opportunities to develop children's language and confidence in speaking for a range of purposes.
 - Guided reading planning incorporating spoken language knowledge and skills with opportunities for children to understand what they read through discussion, debate, drama and analysis.
 - English planning incorporates spoken language knowledge and skills. Children have opportunities to rehearse and discuss their ideas when planning, drafting and editing their writing.
 - In KS1, pupils orally rehearse a model text and learn this by heart before writing.
- **Learning Environment:**
 - A language rich environment in each classroom.
 - Sentence stems provided across the curriculum to support and develop children's confidence.
 - Vocabulary displayed (particularly tier 2) to encourage and support its use.
 - Opportunities for performance throughout the school:
 - Across the curriculum, children perform their own work or published text to their peers and children in other year groups.
 - Children take part in assemblies and productions to perform to larger audiences.
- **Keep up and catch up:**
 - Children who require extra support with elements of speaking and listening will be identified from observation and regular assessment.
 - They will be tracked using the plan, do, review cycle.
 - Intervention-Identified children will take part in regular, intervention groups. Intervention is delivered by LSAs and sometimes outside agencies.
 - Children in Reception and those identified as requiring support are assessed and supported using the WellComm programme.

Supporting Parents

At the Cambridge Primary School, we will implement:

- Bespoke reading records with guidance adapted to suit the year group.
- Weekly letters in each year group, detailing the current and future week's learning in English.
- Topic overviews describing the English studied across a topic.
- School-led parent workshops and access to external workshops (when available).
- Parent and teacher meetings.

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IMPACT

At the Cambridge Primary School, the impact will be seen through:

- Quality assurance monitoring
 - Learning walks and observations
 - Book scrutiny
 - Planning scrutiny
 - Staff conferencing
 - Pupil conferencing
- Internal moderation in year groups, phases and by subject leaders.
- External moderation with local schools.
- Arbor - our tracking and assessment system which enables formative and summative assessment to be recorded so that leadership and class teachers have a clear view of progress and of any children who are not on track to make expected progress.
- Sufficient and effective additional support (in core subjects) for children in danger of falling behind or those experiencing significant difficulty, to enable them to keep up.
- Pupil progress meetings-ensuring close monitoring of children making the slowest progress.