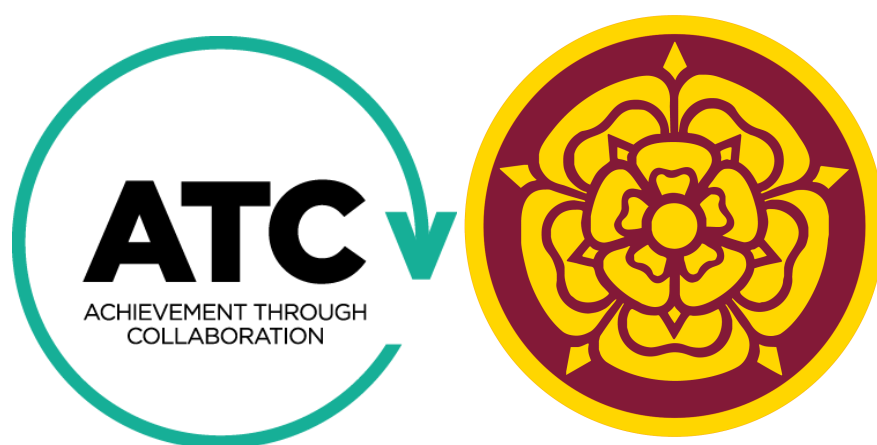


Roseacre Primary Academy

English Policy



Mission Statement

Excellence for all...Excellence from all.

Communication and literacy are essential to everyday life: this drives our focus on developing every child to be a confident, fluent speaker, reader and writer. We believe that every child can achieve.

A new policy for Oracy has been created (January 2026)

Reading

Reading is at the heart of our curriculum. The focus of early reading is about being able to decode the text. As this decoding becomes fluent, the emphasis shifts from **learning to read to reading to learn**. Our children at Roseacre are exposed to a rich range of authors and illustrators by reading a wide variety of texts in whole class reading, English lessons, other curriculum areas and daily tell-a-tale sessions. Our children should grow through reading - culturally, emotionally, intellectually, socially and spiritually. When ready, children are taught to develop higher order thinking skills through retrieval, prediction and inference questioning.

Writing

At Roseacre, we want to nurture skilful and imaginative writers. At Roseacre, the staff have collaborated to create the bespoke reading spine which develops the teaching sequence from reading to writing. This starts with a high quality model text, direct teaching of the grammar skills necessary for the genre, short writing activities, speaking and listening opportunities and then the process of planning, drafting, writing and editing. We also feel that children should be able to write with ease, speed and legibility so we follow a consistent approach across the school to the teaching of cursive handwriting. By providing children with relevant, interesting and engaging writing stimuli, as well as a clear purpose for writing, children develop confidence and the necessary skills to achieve high-quality writing.

Rationale

At Roseacre Primary Academy, English and the teaching of English is the foundation of our curriculum. Our main aim is to ensure every single child becomes primary literate and progresses to the best of their ability in the areas of reading, writing, speaking and listening by the time they leave our school in Year 6.

The teaching and learning of English will not only be a daily discrete lesson, but is at the cornerstone of the entire curriculum. It is embedded within all our lessons and we will strive for a high level of English for all.

Aims

At Roseacre Primary Academy we aim to develop skills in speaking and listening, reading and writing. We endeavour to foster a love of language, a curiosity about how language works and to strive for excellence in all areas.

We aim for all children to:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Appreciate our rich and varied literary heritage.
- Gain a good grasp of phonics, spelling, vocabulary, grammar and punctuation.
- Develop a fluent writing style containing correct letter formation and joins by the end of KS2.
- Apply these skills to sustained pieces of writing; writing clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Become competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Drivers

Our curriculum drivers are:

Community

Aspirations

Resilience

Emotional Well being

Our drivers are at the core of all we do; they drive our curriculum offer and the development of every child in our CARE. Our English curriculum is underpinned by our drivers as follows:

Exploring **Community** through the English curriculum;

Exploring **Aspirations** through the English curriculum;

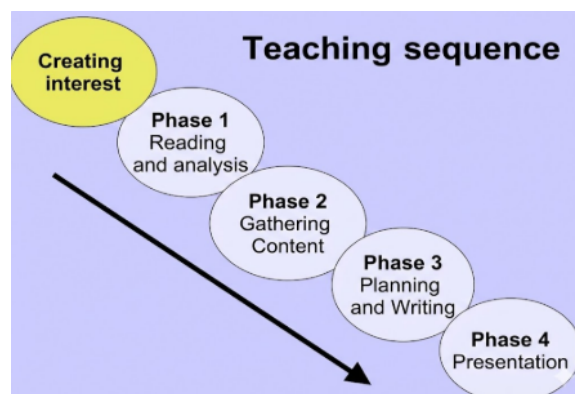
Exploring **Resilience** through the English curriculum;

Exploring **Emotional Well being** through the English curriculum;

Implementation

Teaching and learning

The English curriculum is mapped out for each year group with a focus on quality texts. Our bespoke reading spine has been developed to ensure that the children read, enjoy and are inspired by a range of texts from different authors. We aim for our children to have an interest in books and read for enjoyment; to write with confidence, fluency and understanding; and to orchestrate a range of independent strategies to self-monitor and correct. Teachers plan using the teaching sequence from reading to writing which follows a sequence of three phases.



This knowledge will be built following the Roseacre methodology:

Learning Knowledge:

We ensure children can learn by:

- Planning well sequenced curriculums which build knowledge incrementally and hierarchically.
- The teaching of new knowledge is well pitched, well paced and well resourced to enable access for all learners.
- Using the every lesson, every day charter to ensure high quality, consistent pedagogy for all learners and all lessons.
- Scaffolding learning and providing ample opportunity for guided practice, independent practice so all children can develop fluency and automaticity.

Securing Knowledge:

We check knowledge is secured by:

- Using a range of formative assessment methods in lessons to check that all children have secured components of knowledge before moving on with learning or practice.
- We use a range of summative tasks to enable children to apply, demonstrate or utilise the knowledge that they have secured.

Remembering Knowledge:

We ensure children can remember by:

- Planning the core knowledge which needs to be remembered and re-visited.
- Interleaving knowledge and regularly covering secured knowledge.
- Begin lessons with well planned, responsive retrieval practice to ensure children have ample opportunity to move knowledge from short term to long term memory.
- Help children to make schematic links between knowledge so they can build connections and strengthen neural pathways for memory.

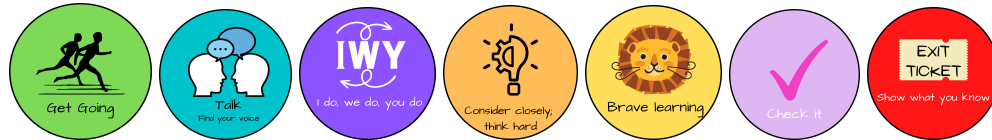
Supporting Knowledge:

If children are unable to secure or remember knowledge we:

- Retrieval tasks
- Use other forms of adaptive teaching.
- Use appropriate adaptive strategies and reasonable adjustments if appropriate.
- Provide interventions or tutoring.
- Seek parental support to practise and revisit knowledge at home with their child.
- Provide opportunities for children to practise and show that they have secured knowledge.

Every Lesson, Every Day

We believe that as a school we are able to create consistency; embedding routines and expectations to provide a safe, stable and predictable learning environment where children have a clear understanding of positive habits that enable deep learning to take place. We have an every lesson, every day charter to ensure consistency.



Spoken language

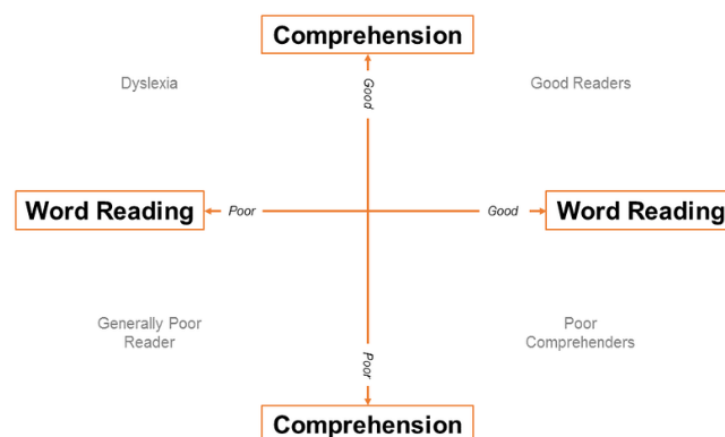
Our planning across the curriculum is aimed to promote the continual development of pupils' confidence and competence in spoken language and listening skills. Children participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Speaking and listening skills are especially developed through the use of talking partners.

Phonics

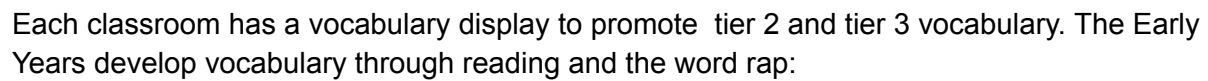
Daily phonics sessions take place throughout school. Through streaming, we deliver an effective, systematic, synthetic phonics teaching programme through the use of Read, Write, Inc. Phonic interventions run alongside daily phonics sessions.

Reading

Once children have completed their Phonics journey, they develop fluency with daily reading sessions using Little Wandle. Once fluent, reading continues to be taught through whole-class reading lessons which develop higher-order reading skills including deduction, inference, analysis and synthesis. Formative and summative assessments enable the teacher to identify specific needs and provide interventions using The Simple View of Reading model.



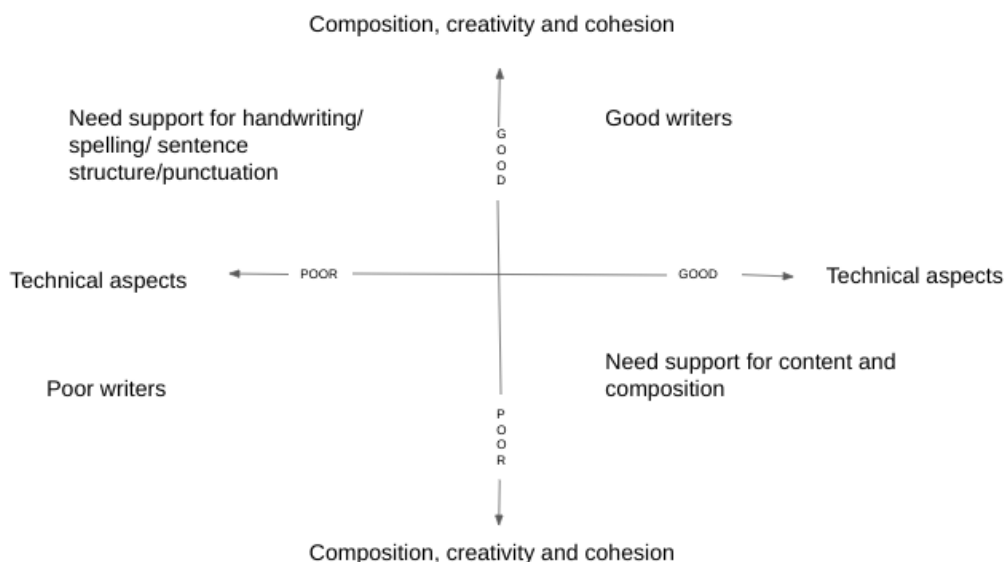
Children are taught to acquire and use higher level vocabulary using the Three Tiers of Vocabulary Model.



KS2 explore vocabulary further using our Frayer Model:

Writing

Children are taught to write to a high standard in a variety of styles and forms, showing an awareness of audience and purpose. Writing is taught through the teaching sequence from reading to writing using modelled, shared, guided and independent writing. Children receive focused writing experiences where they are challenged accordingly. Children are taught how to plan, revise and evaluate their writing. Children are encouraged to take pride in the presentation of all of their work through developing fluent, legible, joined and, eventually, speedy handwriting. Formative and summative assessments enable the teacher to identify specific needs and provide interventions using The Simple View of Writing model.



Grammar, Punctuation and Spelling

Children are taught to use grammar and punctuation accurately to attain high levels of English writing. They are also taught to understand the sound and spelling system and use this to read and spell accurately. Children receive regular discrete spelling lessons using Read, Write Inc. Spelling. Grammar, Punctuation and Spelling is further developed through discrete lessons and planned writing experiences.

Impact

Assessment, recording and reporting

Monitoring takes place regularly through sampling children's work and teacher planning, pupil interviews, book looks and lesson looks.

Children's work in English is assessed through on-going formative assessment and recorded on assessment documents. Our English standards are reported at the end of Key Stage 1 and Key Stage 2. Regular moderation takes place within year groups, across phases and with other schools.

Equal Opportunities and Inclusion

Inclusion is an approach that will help to give all children opportunities for success and development at school, both academically and socially, and will ensure they are valued as part of our school community. We strive to ensure that pupils' unique needs, differing learning styles and requirements are recognised, valued and supported. We recognise the entitlement of all pupils to a balanced and broad curriculum. We aim to identify any barriers to learning and participation early so that all pupils can engage fully in English lessons at Roseacre.

Review

Reviewed: January 2026

Next review: January 2029

Signed: J. Logan	Writing Lead
S. Chapman	Reading Lead
T Kenyon	English Subject Leader
E Stamford	English Subject Leader