



English Policy

April 2026

Agreed: April 2026

Review Term: Summer 2027

1. Purpose & Vision for English at Fielding

Fielding Primary School aims for every pupil to become a fluent, motivated reader with strong background knowledge; a confident and creative writer able to communicate with accuracy and purpose; and an articulate speaker and listener contributing to high-quality classroom talk. Our approach aligns with the National Curriculum (2014), Early Years Foundation Stage (EYFS) Statutory Framework, and the DfE Reading & Writing Frameworks.

2. Principles & Research Base Underpinning English at Fielding

Reading: We align with the DfE Reading Framework (2023/24), using Read Write Inc. (RWI) for systematic synthetic phonics, whole-class reading and story time influenced by Christopher Such and Doug Lemov.

Writing: Reception to Year 6 follow 'I Am a Clever Writer' (IAACW) for explicit transcription and composition, based on Rosenshine's Principles; Nursery covers sequenced pre-writing skills.

Oracy: Structured talk draws from EYFS communication and language, National Curriculum Speaking and Listening, Doug Lemov's strategies, and EEF guidance.

General: Vocabulary is explicitly taught, high-quality texts are used across subjects, and EEF Improving Literacy KS1/KS2 guidance is embedded.

3. Curriculum Overview at Fielding

Early Years: Communication, language, and literacy skills are aligned with whole-school expectations. Early reading focuses on phonics, while early writing develops through activities like mark-making, spoken practice, and direct teaching of pre-writing and early writing abilities.

KS1/KS2: The progression of reading, writing, and oracy follows Fielding's sequence documents, building cumulative knowledge and connecting to curriculum themes that are rich in content.

4. Teaching & Learning Expectations

Reading: Reading for pleasure focus, including daily story-time, and:

Reception, Year 1 (and those who need to catch-up): daily phonics and decodable text reading.

Year 2-6: whole-class reading covering vocabulary, knowledge, fluency, and comprehension.

Writing: Consistent use of 'I Am a Clever Writer'; secure transcription; modelling, shared, guided, and independent writing; curriculum-linked genres.

Oracy: Structured talk, explicit instruction, and regular opportunities for presentations, debates, drama, and collaboration.

5. Assessment & Progress at Fielding

Reading is evaluated through RWI phonics checkpoints, PM Benchmarking each term, and NFER summative tests for Years 1-6 twice yearly. Additional assessments used for those who need to catch up to assess gaps. Writing assessment relies on independent work and national frameworks; EYFS uses evidence for ELGs; formative assessments are key, with moderation ensuring consistency at summative points.

6. Inclusion & Equity

High standards are set for every pupil and make adaptations so everyone can succeed. We use approaches like teaching key ideas in advance, providing extra support, practicing skills, and giving pupils more time to learn and talk. Strong partnerships between home and school help children develop their reading skills.

7. Roles & Responsibilities

The English Leader maintains comprehensive oversight of the curriculum, monitors pupil progress, and facilitates ongoing professional development for teachers and support staff. They focus especially on writing and work closely with the Reading Lead and Oracy Lead. Phonics is led by the Phonics Lead, who works directly with the Deputy Headteacher (DHT) in a similar manner to the English Leader, but specifically focusing on phonics. The DHT offers overall strategic leadership for this work. Teachers use the school's approaches for reading, writing, and speaking, while both teachers and support staff help with phonics, reading practice, and extra support for students who need it. Linked governors also visit each term to observe and support the ongoing work.

8. The Learning Environment at Fielding

Classrooms are print-rich, providing a visually stimulating environment where walls serve a clear purpose to support learning. This includes the use of IAACW check lists. Book corners are thoughtfully arranged and filled with high-quality, diverse literature. Consistent handwriting expectations are set using the Sassoon Primary font, and displays throughout the school feature key vocabulary, sentence structures, and checklists to guide pupils in their learning journeys.

9. Monitoring & Quality Assurance

The term cycle includes learning walks, book looks, pupil voice, data review, planning checks and phonics fidelity checks; feedback leads to CPD and support.

10. Policy Review Cycle

Reviewed annually by the English Leader to align with DfE frameworks, Ofsted review findings and best-evidence practice.

11. Supporting Documents

- 'I am a Clever Writer' half termly overviews, skills progression and assessment documents
- 'What does I am a Clever Writer Look Like at Fielding?' document
- Pre- writing Skills Progression Map
- Handwriting Progression Map
- The RWI Teacher Handbooks for Spelling Yrs 2-6
- 'What does Reading Look Like at Fielding?' document
- 'What does Oracy Look Like at Fielding?' document
- Phonics Policy and Progression Map