



Charlton-on-Otmoor Primary School

English Policy 2026-2027

Intent

At Charlton-on-Otmoor, we believe that literacy and oracy are key life skills. Through the English curriculum, we will help children develop the skills and knowledge to communicate effectively in spoken and written languages. By teaching English through rich and exciting texts, we will foster a love of reading in our pupils.

Our school vision, 'Aspire and Grow Together', underpins the aims of our English curriculum. Aligned with our school vision, we aim to:

- 1) **Aspire:** for our learners to experience varied, challenging and inspirational texts. Pupils from Nursery to Year 6 are exposed to a range of genres and authors through a rich and balanced curriculum.
- 2) **Grow** our pupils' knowledge by ensuring that each teacher is providing pupils with a consistent yet suitably challenging approach to English teaching. It will build on existing teaching and knowledge, and continue to reinforce the foundations of spoken and written language in different contexts.
- 3) Create an inclusive English teaching environment. We will use pupils' voices to drive and shape the curriculum wherever possible. Teachers may adapt lessons to meet the needs and abilities of all children in mixed classes, and use scaffolding to support learning so all children can develop their English skills **together**.

Implementation

Reading and Phonics

In the Early Years and KS1 we teach **Read Write Inc. Phonics**.

The five key principles underpin the teaching in every Read Write Inc session at Charlton:

- 1) Purpose – teachers know the objective of every activity and share it with the children.
- 2) Participation – every child participates in all aspects of the lesson with lots of opportunities for partner talk.
- 3) Praise – children are praised for their effort and learning, not ability.

- 4) Pace – each session is taught at an engaging and effective pace to promote teaching and learning opportunities
- 5) Passion – all of our teachers and teaching assistants who deliver Read Write Inc are passionate about this scheme.

By the end of Year 2, children should be able to read aloud books that are at the right level for their age.

In FSU, children will have a daily story time, where an adult will read an age-appropriate text, to foster a love of stories and build communication and language skills.

Please see the '**Phonics and Reading Teaching Structure**' document for a detailed breakdown of the RWI program at our school.

Reading in KS2

Children in KS2 will have regular whole-class guided reading lessons. Teachers will plan units and ensure that children cover and practice all the reading domains. This may be through independent comprehension tasks, teacher-modelled tasks, discussions, and role-play. Work will be recorded in guided reading books.

Fluency

During Guided Reading sessions, children will practise reading fluency using techniques such as echo reading (copying the teacher's expression), reading in small groups, pairs, and independently. In addition, children will read to an adult at school weekly. Children who require additional support with reading will read with an adult more frequently.

Story time at the end of the day will help children to develop a love of books. Teachers choose in stories which may be beyond children's decoding ability to inspire them with ambitious stories.

Reading at home

In Early Years and KS1, children will take home RWI books weekly, matched to the phonics rules they are learning or already know; the expectation is that children read them aloud to their parents. They will also take home a black-and-white copy of their class RWI book (phonics storybook), which they should also read at home.

Children from FSU to Year 6 are expected to complete 5 readings a week at home, with these recorded in their reading records. Teachers and learning support assistants will check the reading records once a week, using a 'Reading Record Checked' stamp.

In Key Stage 2, children will have a reading book which may be selected from home or from the book corner. Teachers will monitor and guide selection. Some children will continue to take home phonetically decodable RWI books- these are aimed at KS2 children in terms of content and appearance.

Children in Year 5/6 will complete a weekly reading task based on the book they are reading, in place of a reading record. This allows them to independently explore books they enjoy and encourages them to think deeply about what they are reading.

Writing

EYFS

The FSU class is exposed to themed texts that are carefully planned to align with current topics. In FSU, children will revisit five core texts and four core nursery rhymes throughout the year. Each week, they complete a written activity based on their topic or theme.

In continuous provision, children are given independent opportunities to write as part of their play (chalk, notepads, card making, sticky notes, clipboards, etc.)

Years 1-6

Classes have a long-term overview consisting of high-quality, engaging texts carefully chosen from a range of genres. Each text becomes the focal point of a learning journey that ends in a final piece of writing or 'outcome'.

The overview identifies the National Curriculum objectives to be covered during the unit, as well as mapping out the three stages to each learning journey:

- Stimulate and Generate (focus on prediction and discussion, discovering new vocabulary and immersion)
- Capture, Sift and Sort (exploration of grammar, spelling and punctuation in the context of the text and writing genre)
- Create, Refine and Evaluate (writing a final outcome by planning, drafting, editing and publishing with careful modelling and instruction)

In addition to the learning journey lessons, spelling and handwriting lessons are taught weekly to explicitly teach transcription skills.

Spelling

In FSU and KS1, children will be taught spelling through the RWI phonics scheme. When children have completed this, they will learn spelling rules using the RWI spelling programme, which is used daily from Year 2 to Year 6. Children in Year 2-6 will take home a homework activity to consolidate learning of spelling patterns.

Assessment

Whole-school writing moderation will take place every half-term. In addition to the final writing outcome, each learning journey will feature a Site of Application where pupils can apply previously taught skills. Teachers will use this in the school writing moderation to assess pupils' writing. This will be referred to as a 'Star Write' for children.

Children complete a termly handwriting assessment, as well as a termly spelling test so teachers can assess progress and provide targeted support.

A monitoring schedule will be in place to identify key dates for formal assessments and learning walks. The English Lead and Headteacher will also carry out a range of informal monitoring.

Summative assessment scheduled during the year will include:

- Baseline testing in Reception
- Phonics testing in Year 1
- Years 2, 3, 4 and 5 termly tests for reading, spelling and grammar
- Year 6 National Curriculum tests

Further Support

In addition to continued phonics teaching for children who benefit from additional support, some children will receive additional interventions. We use the Literacy Gold program for children who benefit from fluency support. Some children use the Literacy Gold spelling program, which uses repetition to develop high-frequency word spellings. Children will be able to follow the RWI Fresh Start book program in KS2.

In writing lessons, texts have been carefully chosen to be adaptable for different abilities. This means that children with SEN can access texts alongside their peers: they may use abridged versions, summaries, and illustrations as stimuli. Some children may follow a personalised curriculum as part of an EHCP. They may access different texts in order to fulfil the outcomes of their EHCP targets.

Impact

Pupils are able to:

- Develop a shared reading history throughout the school because of the text-led approach and make rich connections between texts and their themes.
- Read widely for pleasure.
- Experience a high-quality education in English, with pupils able to write and speak fluently so that they can communicate their ideas and emotions to others.
- Develop emotionally, intellectually, socially and spiritually with opportunities to reflect on this throughout their time in school.

Last reviewed - September 2026

Next review – September 2027

English Lead – Laura Airey