

Windsor Community Primary School



English and Literacy Policy

September, 2025

Our Vision

Windsor Community Primary School is a safe, nurturing and diverse community where children, parents and staff unite and thrive through a truly inclusive approach to education. Children and their families feel a deep sense of belonging and purpose. Staff and leaders inspire, support and encourage all children to unlock their passion for learning, achieve their true potential and become the architects of a brighter future.

Aims

The study of English develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and script, as well as of non-fiction and media texts. Children become expert writers, gaining an understanding of how language works by looking at its patterns, structures and origins across a range of genres.

The aims of teaching English are:

- to enable children to speak clearly and audibly, and to take account of their listening;
- to encourage children to listen with concentration, in order to identify the main points of what they have heard;
- to show children how to adapt their speech to a wide range of situations;
- to teach children effective communication, both verbal and non-verbal, through a variety of drama activities;
- use discussion in order to learn; to elaborate and explain clearly their understanding and ideas;
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate;
- to help them become confident, independent readers, through an appropriate focus on word-, sentence- and text-level knowledge;
- to develop enthusiastic and reflective readers, through contact with challenging and substantial texts;
- 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;
- to foster the enjoyment of writing, and a recognition of its value;
- to encourage accurate and meaningful writing, be it poetry, narrative or non-fiction;
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- to improve the planning, drafting and editing of their written work; seeing writing as a process.
- to write with independence, applying their skills across to writing in other subject areas.

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Development Matters in the Early Years (EYFS) for the Foundation Stage (2021).

In the Foundation Stage children should be given opportunities to:

- speak and listen and represent their ideas in their activities.
- use communication, language and literacy in every part of the curriculum.
- become immersed in an environment rich in print and possibilities for communication.

At Key Stage One, children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At Key Stage Two, children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works, developing their writing style.

Through the Read, Write, Inc. Phonics programme, children in EYFS and Key Stage One and those who need to in Key Stage Two, participate in daily Phonics session; supporting children in blending sounds and decoding words, progressing on to read with expression and fluency.

This Phonics programme is also used to support the reading of children in Key Stage Two, who are new to our school, and require EAL support.

As the children complete the Read, Write Inc. Phonics programme, they move on to working from the Read, Write Inc. Spelling programme. Each class in Key Stage Two, have a daily spelling session, which introduces them to the required spelling rules and concepts for their age-related expectations.

Each class also has Handwriting sessions; integrated into staggered input sessions, working from the Nelson Handwriting programme; introducing each class to the letter formations and joins, so as children can write to an expected standard for their age.

By creating questions, children are building their higher-order thinking skills, and applying this to their reading and writing, in class; as well as to their critical thinking.

Teaching and Learning

At Windsor, we use a variety of teaching and learning styles in our English lessons in order to meet the needs of all our pupils. In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Staff members have high expectations that all children can achieve their full potential.

Teachers and learning support assistants, facilitate the learning of the children in their focused groups; providing review points on previous learning, the modelling of new objectives and skills, group tasks, and independent challenges, in order to provide children opportunities to deepen their learning.

English is a core subject in the National Curriculum and we use the objectives and expectations from National Curriculum for English as the basis for implementing the statutory requirements of the programme of study for this subject.

We carry out the curriculum planning in English in three phrases (long, medium and short term). In the long term, the key objectives outlined for each year group are drawn up by the English Subject Leader. This document states the key objectives and expectations for each year group; involving poetry, fiction, non-fiction, which complements the writing strategies embedded in the school. In the medium term details of the main teaching objectives are identified to provide opportunities to analyse; share and develop ideas; and write imaginatively. Teachers complete daily planners to record and reflect on their teaching, evaluating the impact of teaching and learning, to plan for the following lesson.

Approaches to Speaking and Listening:

The four strands of speaking and listening: Speaking, Listening, Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills with partners, in groups, as well as one to one situations, in readiness for adult life. Communicating the curriculum is used to support the development and progression of oracy across the curriculum.

Approaches to Reading:

At Windsor we encourage a climate whereby every child is a reader, building on key skills taught in school. A home/school reading scheme is in place across the school, which ensures that parents see the importance of their child's reading.

Children can access additional allocated reading books through the online reading platform, 'Bug Club' which encourages them to listen, read aloud and answer comprehension questions based on their recent reading.

Class novel and listening to the teacher read out loud is an important part of the school day. From Foundation Stage to Year 6, children share texts with their class teacher, many of which are written by their chosen class authors class author boards are displayed in all classes).

The school reading curriculum, bespoke to the reading needs and preferences of all children, steers the reading in all classes, inspiring a love of reading through both reading and writing, along with influencing reading across subject areas, and building a stamina for reading as it progresses from each class.

Whole Class Shared Reading (delivered using the Literacy Counts Steps to Read scheme) take place every afternoon; each session lasting for 30 minutes. The 'Steps to Read' scheme is followed when teaching reading, as this exposes the children to a variety of diverse, challenging and thematic texts, including: fiction, non-fiction and poetry. It provides a clear

teaching sequence to reading sessions that explicitly teach reading skills and strategies in a cumulative way through evidence-based approaches. These units have been constructed so that the entire statutory curriculum for reading is covered. All children will have the opportunity to access texts and reading material for their age-related expectations. SEND or lower-ability readers will benefit from this time, as it may be the only opportunity in the timetable that they have exposure to age-related texts. (Individual learning needs for reading, are planned for through staggered input sessions and Phonic sessions, for these children, on a daily basis)

Whole Class Shared Reading means that all pupils can read with the teacher more often; moving at a desired pace through more or longer texts and benefiting from the teacher's expert explanations, guidance and feedback'. In addition, children will be exposed to topic-related reading, reading as stimulus for writing, daily reading aloud to the class and following a 'class reader', along with the Steps to read comprehension activities. We believe that reading is a fundamental life skill that can enhance a child's life forever. We place huge emphasis on the importance of reading, every child reads once a week to a highly skilled adult, this enables us to make sure all children are progressing with their reading skills.

Phonics – Word Reading

The school follows the Read, Write Inc. synthetic phonics scheme across FS, KS1 and KS2. All staff members (teachers and Learning Support Assistants) are trained to teach phonic strategies. Children are grouped according to ability and assessed every eight weeks until the scheme is completed. Phonic lessons are taught four times a week (daily in FS and Year 1).

Phonics Home Reader books are read by children who are accessing the Read Write Inc Phonics scheme, matching their current attainment and progress.

Reading for Pleasure

Our Vision:

At Windsor Community Primary School we believe in:

- promoting a 'Love of Reading'
- developing a 'Reading Climate'
- working in partnership with families to communicate, encourage and promote reading.

The School Aims to:

- promote an active encouragement for reading.
- provide children with skills and strategies necessary to develop into competent, independent and fluent readers.
- foster the enjoyment of books and 'reading outside the demands of the curriculum' by reading for pleasure.
- expose children to a wide range of texts.

- encourage the children to talk and share their views about what they are reading, through book reviews and class discussions.
- ensure that staff and adults who work at Windsor Community Primary School should be 'reading role models'; recommending and sharing texts that we enjoy.
- develop and maintain class book libraries.
- develop a critical appreciation of what they read.
- promote a new 'Class Author' to encourage the children to talk, research and be exposed to different reading materials and genres every half-term.
- make effective use of technology as a reading tool for research, fun and enjoyment thorough Class Blog pages and Class Twitter pages.
- listen to the children's attitudes about their reading preferences and needs, in order to influence purchasing, organising and auditing of provisions and resources.
- give the children the opportunity to visit local libraries and book stores to promote a variety of reading choices and sustain their enthusiasm and 'Love for Reading'.

Our ultimate aim is for the children to become confident and independent readers with high levels of enjoyment, understanding and comprehension. To promote enjoyment of reading and the understanding that reading is a life-long skill.

Approaches to Writing:

A positive writing climate is established at Windsor, whereby everyone is seen as a writer (pupils, teachers and learning support assistants). Pupils are supported and encouraged to become independent writers by moving through the approaches of shared and guided writing, seeing writing as a process and not a product. Talk for Writing strategies give children the opportunities to write in the style of a focused author's work; 'having a go' at writing for the first time, imitating and internalising writing through hooks, drama and visual stimuli and comprehension tasks, progressing onto innovating their writing through building a 'toolkit' for writing, shared writing opportunities, celebrating the writing journey through inventing and publishing a piece in which newly learnt skills have been applied.

Shared writing at Windsor takes place with teachers, learning support assistants and pupils working as a whole class team to produce quality shared writing, which reinforces that writing is a creative process.

Children have opportunities across the curriculum to write independently, developing writing skills taught in shared and guided writing lessons. Children are encouraged to write imaginatively and often.

Children are encouraged to become independent writers, by applying their grammar, punctuation, spelling and handwriting skills, across to their writing in other subject areas, whereby they will write at a 'distance' from writing genres and skills acquired in their English sessions.

Cross-curricular English and Literacy opportunities:

Teachers seek to take advantage of opportunities to make cross-curricular links. The school has a skill based, themed curriculum and many opportunities are given to children to practice writing in different genres for a wide range of audiences which gives a purpose to their writing.

Children are given opportunities to write at length across subject areas, within their 'innovated' and 'invented' writing pieces. The children are encouraged to write with independence by applying their newly learnt skills from a genre of writing, focused on in English lessons, to an invented piece; linked to another subject or topic from across the curriculum.

The use of ICT:

Different interactive and communication technologies are used to enhance the curriculum including; the internet, author websites and 'Purple Mash' to name a few. Children also use technology to publish and present their work in a range of formats, along with celebrating writing through platforms, such as Class Blog pages and Class Twitter pages.

Assessment and Target Setting:

Work will be assessed in line with the assessment policy. In addition to this: assessment for learning strategies are embedded in teaching and learning that include peer and self-assessment, questioning, talk partner and group talk.

(Assessment and monitoring for reading and writing materials are used in Year 1 to 6, and where that isn't appropriate 'P scales' and 'Pivats' are used to highlight smaller steps and are used to supplement teacher assessment).

Inclusion:

At Windsor Community Primary School we aim to identify the barriers to learning and participation as they arise and to provide teaching and learning contexts, which enables every child to achieve to their full potential. Learners with dyslexia will benefit from early identification, appropriate intervention and targeted effective teaching, enabling them to become successful learners, confident individuals, effective contributors and responsible citizens.

More Able children will be identified by class teachers and suitable learning challenges and provision will be provided.

English as an Additional Language:

Children with English as an additional language are supported according to need, i.e. children with no knowledge of the English language are supported through 1:1 targets, which are identified by the teacher and supported by the schools bilingual learning support assistant. When appropriate the child will join a phonics group. Focus groups of children with English as an additional language are identified and supported appropriately during English lessons and in other areas of the curriculum.

Equal Opportunities:

All children are provided with equal access to quality first teaching of the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Role of Subject Leader:

The subject leader should be responsible for improving the standards of teaching and learning in literacy.

At Windsor this is done in the following way:

- tracking pupil progress in reading and writing
- tracking progress of phonics (assessments every 8 weeks) – overseen by the Phonics Subject Leader.
- curriculum maps for long term overview of genre coverage across school
- monitoring of school environment through completion of learning walks
- monitoring teaching and learning through observing lessons
- monitoring teaching and learning by completing book trawls as a leadership team
- scrutiny of medium-term planning
- co-coaching of staff
- developing the role of the shadow subject leader
- delivery of INSET
- delivery of staff meetings and CPD of teaching and learning strategies for teaching staff
- purchasing, organising and auditing of resources
- keeping up to date with recent literacy developments

Parental Involvement:

Parents are encouraged to take an active role in the learning experience of their child. At Windsor this is done through:

- home and school reading scheme
- Reading for Pleasure at home
- Homework – Learning Logs
- parent workshops that offer information sharing on strategies

Conclusion:

This policy also needs to be read in conjunction with other school policies and therefore should be read alongside the following school policies:

- Teaching and Learning policy
- Assessment for Learning and Formal Assessment Policy
- Feedback Policy
- Learning Support Assistant's Policy
- Special Educational Needs Policy
- ICT Policy
- Equal Opportunities Policy

This Policy was amended
on 01/09/2025

by A.Bradshaw and C.Hope

This Policy will be reviewed in
September 2026