

English Policy 2026–27



Conisbrough Ivanhoe Primary Academy

English Lead: Louise Davies

Purpose

This policy sets out the principles and organisation of English at Conisbrough Ivanhoe Primary Academy. It should be read alongside the school's curriculum overview, reading information, phonics information, writing expectations and assessment approaches.

Aims

- To develop confident speakers, listeners, readers and writers.
- To ensure pupils develop secure phonics, decoding, fluency, vocabulary and comprehension.
- To develop purposeful writing, accurate transcription and increasing independence.
- To provide a rich, language-filled curriculum that broadens knowledge and cultural capital.
- To identify and address barriers to progress and provide appropriate challenge.
- To foster a lifelong love of reading.

Curriculum organisation

English is developed progressively from FS1 to Year 6. The curriculum integrates spoken language, reading, writing, spelling, grammar, punctuation and handwriting. Staff adapt teaching responsively while maintaining the intended progression.

Reading

RWI provides systematic phonics teaching. Fresh Start supports pupils requiring continued decoding support. Pathways to Read is used from Year 2 to develop comprehension, vocabulary and fluency. Reading for pleasure is protected through daily story time and a range of wider reading opportunities.

Writing

Pathways to Write is used from Year 1 to Year 5, with its principles continuing through upper Key Stage 2. Writing is taught through oral rehearsal, vocabulary, sentence construction, composition, grammar, punctuation, spelling, handwriting and editing.

Spelling and handwriting

RWI Spellzone provides the spelling programme through to Year 6. Daily practice from Year 1 to Year 6, Common Exception Word / statutory-word retrieval and application in writing support accuracy. RWI handwriting and the Ivanhoe handwriting progression support fluent, consistent transcription.

Assessment and moderation

Teachers use formative assessment and agreed school assessments to identify next steps. NTS Reading assessments, phonics/Fresh Start assessments, PM Benchmark, fluency evidence and writing moderation contribute to a wider picture of attainment and progress.

Inclusion

Pupils receive the support and challenge they need to access the curriculum and make progress. Pupils who require continued phonics or decoding support receive appropriate intervention while still accessing rich language and curriculum content. SEND provision follows the school's wider SEND approach.

Roles and responsibilities

- English Lead: leads curriculum development, monitoring, moderation, professional development and evaluation.
- Teachers: plan and teach the curriculum, assess pupils and respond to identified needs.
- Teaching assistants: support pupils in line with teacher direction and agreed intervention approaches.
- Senior leaders: support evaluation, resourcing and strategic improvement.

Review

This policy is reviewed annually or sooner where statutory guidance, curriculum arrangements or school priorities change.