



## English Policy

Subject Leader: Jess Singleton  
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### Intent

At White Ash School English is an essential part of the curriculum. It is a part of every area of learning. The teaching of English enables effective communication to take place. Through the development of our pupils' confidence and communication skills we are giving them the broadest, deepest and richest experience of life they can possibly have. All pupils follow an age-appropriate curriculum suitably adapted to meet their individual abilities, needs and learning styles.

We believe that it is important to promote a positive attitude towards English amongst all our pupils in order to develop self-confidence and a sense of achievement in all aspects of communication, reading and writing.

### **The principles for English are:**

- Policy and provision are evaluated and reviewed regularly.
- Resources are planned and budgeted for in a yearly subject action plan as part of the School Development Plan.
- The governing body of the school follow their statutory responsibility in relation to English.
- Cross curricular links will be highlighted where appropriate.

### **The school aims to:**

- Provide a broad, balanced, challenging and enjoyable English curriculum for all children.
- Encourage our pupils to develop a love for English, enabling them to develop culturally, emotionally and socially.
- Enable our pupils to enjoy English in a variety of different contexts e.g reading, writing, communication etc.
- Encourage our pupils to become independent and enthusiastic towards reading and writing.

- Promote and develop a Total Communication approach across school, enabling our pupils to be able to communicate in ways that are meaningful and individual to them. See *Communication Policy* for more information on the *Total Communication Approach*.
- Use English as an effective and efficient teaching and learning tool throughout the school.
- Continuously improve the English capacity of all pupils and staff.
- Provide access to high quality English resources and support for pupils and staff.
- Strive to extend opportunities for learning for pupils, families and the community.
- Value all forms of communication and give pupils opportunities to develop their skills to their full potential.

Our overriding aim is to deliver a challenging and enjoyable English Curriculum, providing a stimulating and engaging learning environment which supports pupils in developing their curiosity, creativity, and imagination.

**We strive to achieve this by:**

- Developing the ability to respond, listen and understand.
- Developing pupils' ability to interact and communicate effectively with others in a range of social situations.
- To make choices, obtain information, to question and be actively involved in decision making.
- Developing creativity and imagination.
- Enriching and broadening experiences.
- Ensuring that guidelines are in place through the scheme of work to ensure a coherent progression of the development of English skills and capability for all pupils, helping each pupil to achieve the highest standard of achievement.
- Developing reading and writing skills to aid independence and to develop interest and enjoyment of fiction, non-fiction, poetry and drama.
- Creating a climate within school in which pupils use English with purpose and enjoyment.
- Creating opportunities for staff to acquire the necessary expertise in English, thus enhancing and assisting teaching in all areas of the curriculum.
- Celebrating success in English.
- Adopting a total communication and child centred approach to learning where pupils have access to their own means of communication including PECS and AAC throughout the day.

**Implementation**

The subject of English is allocated the appropriate amount of time, taking into account National Curriculum guidance, to provide the pupils with a broad and balanced curriculum, which is appropriate for their needs. For pupils with more profound and complex needs the breadth and balance of the curriculum is addressed through individual timetables and our sensory curriculum.

All pupils will take part in English lessons at least four days per week. English is to be taught discretely but it also contributes to many other subjects, therefore opportunities should be sought to engage children in English experiences as often as possible and in a wide range of activities across the curriculum. This will allow children to begin to use and apply English skills in real contexts.

**Below outlines the sequence of English lessons to be taught on a weekly basis:**

**Topic/Text session** – half termly text/sensory story to be read with whole class. ILP target-based activities to follow, with links to text. Speaking and listening opportunities e.g., role play, character hot seating, making predictions and supporting inference and vocabulary skills.

**Phonics session** – phonics is delivered as a full lesson once a week, alongside phonics activities and games throughout the week also. Pupils are grouped according to their ability in classes and are taught phonics using the Bug club Phonics scheme. These weekly sessions are focussed, very well resourced, fun and engaging.

**Writing/Pre-writing session** – ILP target focused activities to support development of fine motor skills, tolerance of medias, mark making, pencil control, tracing and copying lines, patterns, and letters etc and using writing implements. Also developing sentence structure, handwriting, spelling, punctuation, and grammar.

**Guided Reading and Comprehension session** – reading books provided at appropriate levels for all pupils. Development of segmenting and blending for reading, including recognising high frequency words. Encouraging pupils to develop their understanding of different forms of texts e.g., information. Question pupils to develop comprehension skills – questioning dependent on individual reading levels. Use of Bug Club and Words First to be used for identified pupils, supporting both communication and early reading development.

**Learning Outside the Classroom Write up session** – develops fine motor skills through cutting and sticking photographs, encourage pupils to recall an event or activity. Provides the opportunity for pupils to share their experiences through speaking and listening activities. To write stories and poems linked to experiences and the world around them.

### **English and Communication**

We will also include in our English and Communication sessions a focus on Speaking and Listening as this skill is crucial in all aspects of our pupil's learning and will include:

- Developing skills in listening to others
- Developing concentration skills
- Asking and answering questions using a whole school 'Question Cue'.
- Taking into account their listeners needs and responding appropriately.

Throughout the day a range of alternative communication methods are used to support and encourage speech and language development. These are not used in isolation and a pupil may use several of these methods. These include PECS symbols, communication aids, colourful semantics, signing, communication books and AAC devices.

We endeavour at all times to set work that is challenging, motivating and encourage the children to talk about what they have been learning and give them the opportunity to apply it in real life contexts.

### **Impact**

#### **Assessment:**

At White Ash Primary School, staff have a good knowledge of the standards of achievement of the pupils. Judgements can be made about the progress of individual pupils relative to their needs through:

- Teacher assessment based on the White Ash Progression Document.
- The monitoring and evaluation of Individual Learning Plans and individual objectives, targeted planning and recording using Evidence for Learning.

In addition, through:

- Compiling 'Learning Journeys' for each pupil. These are sent home as reports at the end of each year.
- Annual Reviews of a pupil's Statement of Special Educational Needs and EHCP outcomes.
- Regular Parents' Evenings and contact with parents.

Thorough and regular assessment is important to us in order to ensure that all of our pupils make good to outstanding progress and reach their potential in all aspects of English. Pupils not making expected progress will be identified and interventions put in place to narrow any gaps in order for them to achieve as high as possible.

#### **The Role of the Subject Leader:**

The English Subject Leader is responsible for leading the teaching and learning of English throughout the school. This includes:

- Advising on in-service training to staff where appropriate. This will be in line with the needs identified in the School Development Plan and within the confines of the school budget.
- Advising and supporting colleagues in the implementation and assessment of English throughout the school.
- Responsibility for the requisition and maintenance of resources required for the teaching of English. This will be within the confines of the school budget.
- To regularly scrutinise pupil work.

- To analyse subject specific progress data in conjunction with assessment leader and suggest interventions if appropriate.
- To maintain a Subject Leader file with examples of moderated work across the ability range.
- Review and revise subject action plans on an annual basis to contribute to the School Development Plan.

### **Role of the Class Teacher**

- To aim to develop English skills with pupils.
- To develop and update skills, knowledge and understanding of the English Curriculum.
- To identify INSET needs in English and take advantage of training opportunities
- To keep appropriate on-going records
- To plan effectively for English, liaising with Subject Leader when necessary.
- To inform parents of pupils' progress, achievements and attainment
- To analyse progress data in conjunction with assessment leader and suggest interventions where appropriate.

### **Planning**

At White Ash planning is carried out in three stages:

#### Long Term Planning

- Identifies the topic and themes to be covered each term throughout the academic year.
- Offers an overview to the breadth and balance across the curriculum, detailing cross curricular links.
- Ensures continuity and progression.

#### Medium Term Planning

- Plans in detail what will be taught each half term and are constantly reviewed in line with pupil assessment. ILP target to be worked upon during weekly communication, reading and writing sessions.
- They will summarise typical activities and show progression in terms of new skills/contexts for practicing existing skills.

#### Short Term Planning

- To aid the teacher and learning support staff in carrying out the lesson.
- To show differentiation within the class.
- To show cross curricular links, educational visits etc.

### **Equal Opportunities**

We incorporate English into a wide range of cross curricular subjects and seek to take advantage of multicultural aspects of English. All children have equal access to the curriculum regardless of their gender or ethnicity. This is monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

### **Learning outside the classroom (LOtC)**

English is an integral part of learning outside the classroom — children are given the opportunities on educational visits and during LOtC sessions to develop their English knowledge and skills further. Learning Outside the Classroom sessions take place one morning each week. English is to be covered during this session e.g., shared stories in the willow weave dens, writing/mark making with natural materials, role play, communication/team building/turn taking games, following instructions.

### **Resources:**

Each class has its own stock of English resources to teach English on an everyday basis.

Additional resources are stored with subject leader (phonics, writing, sensory books etc).

Each year the English Subject Leader revises and updates an action plan with resources in mind.

**Jess Singleton (English Subject Leader)**

**January 2026**

**Review January 2027**