



SANDY LANE PRIMARY SCHOOL

ENGLISH



Reading



Writing



Spelling



Grammar

Intent

*At Sandy Lane , we believe that **English underpins all areas of learning** and is essential to pupils' academic success and future life chances. Our intent is to ensure that all pupils become **confident, fluent communicators**, who can read widely, write clearly and creatively, and express themselves effectively in spoken language.*

We want to foster a love for reading in all our children, allowing them to discover the power of stories, poems and information books. By reading often and widely, children will build their imagination, grow their vocabulary and develop a love of books that lasts a lifetime. Reading is taught systematically, beginning with secure phonics, and progressing to fluent, independent reading with strong comprehension skills.

In writing, we encourage children to be creative, confident and proud of their work. They learn to write clearly and accurately for different purposes, whether they are telling stories, sharing ideas or explaining their learning. Children are taught how to improve their writing by planning, editing and checking their work carefully.

We value speaking and listening as key life skills. Children are given many opportunities to talk, perform, ask questions and listen respectfully to others so they can express themselves with confidence and kindness.

Our English lessons are inclusive and supportive, helping every child to succeed and believe in themselves. By the time children leave our school, they will have the reading, writing and communication skills they need to thrive in school and in life.

Implementation

English is taught daily and is carefully planned to ensure progression in **reading, writing, spelling, grammar and spoken language** from EYFS to Year 6. Teaching is sequenced so that pupils build on prior learning and develop their knowledge and skills over time.

Reading is at the heart of our curriculum. In the early years and Key Stage 1, children learn to read through a **systematic phonics programme- Read, Write, Inc**, with regular assessment to ensure timely support and challenge. As children move through the school, they read a wide range of high-quality texts in shared, guided and independent reading sessions, developing fluency, comprehension and a love of reading. Reading for pleasure is promoted through our school Reading Spine, reading corners, spotlight authors and regular story time and independent reading time.

Writing is taught through engaging units based on quality texts and film clips and purposeful outcomes. Teachers model the writing process, explicitly teaching vocabulary, sentence structure and grammar. Pupils are given opportunities to plan, draft, edit and publish their work, applying spelling and handwriting skills appropriate to their age. Writing is linked to other curriculum subjects where meaningful, allowing pupils to write for real audiences and purposes.

Spelling, punctuation and grammar are taught both discretely and within the context of reading and writing. Spelling is taught progressively in line with the National Curriculum, with regular practice and opportunities to apply learning across the curriculum.

Spoken language is embedded across all English lessons and the wider curriculum. Pupils are encouraged to articulate ideas, ask questions, participate in discussion and perform to an audience, building confidence and respectful communication.

Teaching is **inclusive and adaptive**, ensuring that all pupils—including those with SEND and disadvantaged pupils—can access the curriculum and achieve success. Assessment is used effectively to inform planning, provide feedback and identify next steps, ensuring timely intervention and challenge.

Impact

At Sandy Lane pupils are given the skills to become **confident readers, capable writers and effective communicators**. Pupils will make strong progress from their starting points and achieve well in reading, writing and spelling by the end of each key stage.

Children develop **secure phonics knowledge** in the early years and Key Stage 1, enabling them to read accurately and fluently. As they move through the school, pupils read widely and independently, demonstrating strong comprehension skills and a growing enjoyment of reading.

Pupils' writing shows clear progression in **vocabulary, sentence structure, grammar and spelling**. They can write for a range of purposes and audiences, applying their skills across the curriculum. Editing and improving work is an embedded practice, and pupils take pride in producing high-quality writing.

The impact is also evident in pupils' **spoken language skills**. Children articulate ideas confidently, listen respectfully to others and engage positively in discussion, performance and debate.

Assessment information, work scrutiny and pupil voice show that learning is **secure, progressive and inclusive**. Targeted support ensures that gaps are identified early and addressed effectively, enabling all pupils—including those with SEND and disadvantaged pupils—to succeed.

By the time pupils leave our school, they are **well prepared for the next stage of education**, equipped with the literacy skills, confidence and love of language they need to thrive both academically and personally.

Planning

Long Term Planning

English is planned in line with the National Curriculum to ensure progression in reading, writing, and spoken language. Teachers use the Long Term Planning Overviews to ensure full coverage of the key skills. Units are carefully sequenced to build on prior learning and develop pupils' vocabulary, grammar, and comprehension skills. High-quality texts or films are used to engage pupils and provide meaningful contexts for writing. Planning incorporates opportunities for discussion, modelled examples, shared and independent practice, and regular assessment to inform next steps. Lessons are differentiated to meet the needs of all learners, including those with SEND and those requiring additional challenge.

Medium Term Planning

At the heart of our planning is the **outcome**—what we want the children to produce and its purpose. *For example – an action narrative to entertain.*

Each unit will be taught over two weeks (see expectations below).At Sandy Lane we use phase progression documents for English to decide the genre they will teach. We then use the same documents to choose the grammar and reading skills to be taught within the unit of work. Teachers highlight the phase progression documents when areas are taught to ensure a good coverage of the curriculum.

Planning Expectations

KS2

Week 1-

Spelling and Grammar and Reading Focus

New spellings are introduced and the Grammar focus is taught explicitly- this will be through songs, games and activities in their books. The terminology is explained and examples of the grammar are added to the learning wall.

Reading- The new text or film is introduced. The aim for the final piece of writing is explained. Teachers plan activities to develop reading skills and vocabulary based around the text or short film clip, for example, *role on the wall*, *thought bubbles*, *emotion graphs*, *retrieval and inference questions*, *hot seating and drama activities*.

Week 2-

Writing-

The Grammar from Week 1 is embedded in the first 10 minutes of the lessons through games and partner work. Teachers plan an extended piece of writing which is broken down over two or three days depending on the piece. Teachers will use WAGOLLs (Modelled examples of writing) as a model for each section of the piece of writing. Teachers plan opportunities for the children to discuss and share their writing at each stage, allowing them to revise and edit their work. At the end of each two week unit every child produces an extended piece of writing.

KS1

Week 1-

Tuesday and Wednesday - Spelling and Grammar – Teachers introduce the new spelling and the Grammar focus will be taught explicitly- this will be through songs, games eg- *full circle*, *word jigsaws* and activities in their books. The terminology is explained and examples of the grammar are added to the learning wall.

Thursday - Drawing Club- children will be introduced to a new text or extract from a text. Teachers will then follow the Drawing Club principals- **Model and They Do**

- **Model-** teacher models the drawing linked to the story eg- a character or the setting, also modelling vocabulary as they complete the drawing . Then they model a sentence about the picture using the vocabulary
- **They Do-** the children then draw their ideas while talking about the vocabulary and then add their sentences.

Friday- The second Drawing Club session looks at a different element of the text- the teachers follow the *Model and They Do* again.

Week 2-

Tuesday and Wednesday- Spelling and Grammar- teachers will plan activities to continue to embed the grammar focus .

Thursday - Drawing Club- children will continue using the text or extract from a text from week 1. Teachers will then follow the Drawing Club principals- *Model and They Do*

- *Model- teacher models the drawing linked to the story eg- a character or the setting, also modelling vocabulary as they complete the drawing . Then they model a sentence about the picture using the vocabulary*
- *They Do- the children then draw their ideas while talking about the vocabulary and then add their sentences.*

Friday- The second Drawing Club session looks at a different element of the text- the teachers.


The aim in the second week is to dive deeper into the text , Eg- what will the character do next ? , to draw out a more extended piece of writing at the end of the two week unit.

Marking for Purpose.

At Sandy Lane marking in writing is purposeful, manageable, and focused on improving pupil outcomes. Feedback is linked directly to the grammar and vocabulary that has been taught through the two week unit., highlighting strengths and identifying clear next steps. Teachers prioritise key aspects of writing—such as composition, grammar, punctuation, spelling, and audience awareness—rather than attempting to correct every error. Pupils are given time to respond to feedback, enabling them to edit and improve their work and develop independence as writers.

Skills Checks

These are used for each piece of writing, they are explained and discussed at the start of an extended piece of writing in week 2 of the planning unit. In KS1 they include up to 4 elements in KS2 they include up to 6. The eye skills checks will include the grammar focus for that 2 week unit and a grammar focus from a previous unit. These will be stuck into books at the start of the extended piece of writing and the children will tick them in purple pen to self-assess their work. When the teachers mark the piece they look for these elements and if a child is missing one that will be addressed in their feedback and children will then be given the opportunity to purple pen edit their work.

	
Past tense	
Expanded noun phrases	
Inverted commas	
Third Person	

Teachers also use blue pen to tick or underline good choices a child makes in their writing. A positive comment is given at the end and dojo or good work stamps will be used to highlight a particularly good piece for an individual child.

Writing checklists.

Every child in KS1 and KS2 has a checklist in the front of their books. These have all the key elements of the English curriculum for their year group and follow the English phase progression documents. At the end of each two week unit the teachers blue tick elements they see evidence of the children using independently and they put a pink dot on the next step for that child. Time is then given at the start of the next unit for the children to look at their feedback and understand their next step. Once the child has achieved that step it will be changed to a blue tick and another pink dot will be set. There are three tick boxes for each element as

we need to see it evidenced in three pieces of work. The writing checklists can then be used to help plan the next grammar focus and support staff can also use them as a guidance when working with a group or individual.

Spellings

*Spelling is taught systematically to develop pupils' confidence and accuracy in writing. In **Early Years and KS1**, spelling is closely linked to the **Read Write Inc. (RWI)** phonics programme. Pupils learn to segment and blend sounds, recognise spelling patterns, and apply these skills in decodable texts and independent writing. Daily phonics and spelling practice ensures that pupils develop secure foundational skills for accurate word reading and spelling.*

*As pupils move into **KS2**, the focus shifts to consolidating and extending spelling knowledge. Pupils are explicitly taught spelling rules, patterns, and strategies, including morphology, etymology, and the use of dictionaries and resources. Regular practice, dictation, and application across curriculum subjects enable pupils to develop fluency, accuracy, and confidence in spelling increasingly complex words.*

Spelling for Purpose in Writing

Spelling teaching is purposeful, supporting pupils to spell accurately in context rather than through isolated lists alone. Pupils are encouraged to apply spelling strategies during independent writing, self-editing, and peer review. Feedback focuses on key spelling priorities, enabling pupils to recognise and correct errors, build independence, and improve overall writing quality.

Spelling Expectations

Across the school new spellings are taught each week as part of the English unit. Pupils are given the opportunity to embed these through games and activities in class. Children also have a spelling test each week.

Handwriting

Handwriting is taught systematically to develop legible, fluent, and confident writing. Pupils are supported to form letters correctly, join them consistently where appropriate, and write at a comfortable pace. In Early Years and KS1, handwriting is closely linked to phonics and fine motor skill development, with structured practice and modelling from teachers.

As pupils progress through KS2, the focus shifts to **fluency, speed, and presentation**, ensuring handwriting is neat, legible, and appropriate for different purposes and audiences. Pupils are encouraged to take pride in their written work, applying consistent handwriting across all curriculum areas. Teachers provide regular feedback, targeted support, and opportunities for pupils to practise and refine their skills.

Handwriting is taught each week, every child has a handwriting book which has clear line guides to support correct letter size and formation. This is then embedded through the two week English units.

Assessment

Every child will be assessed each term. This will be through a combination of summative assessment and teacher assessment.

Reading Assessment

Autumn – Years 3, 4, 5 and 6 – LBQ (Learn By Question) Assessments

Year 2- 2023 Reading SATs papers
Spring – Years 3, 4 , 5 and 6 LBQ Assessments
Years 2 2024 Reading SATs papers
Summer – Years 3, 4, 5 and 6 LBQ Assessments
Years 2 2025 Reading SATs paper

In Year 1, reading assessment is guided by **Key Performance Indicators (KPIs)** to ensure pupils develop accurate decoding, fluency, and comprehension skills. Assessment is continuous and formative, incorporating a combination of:

- **Phonics and decoding:** Using Read Write Inc. (RWI) assessments to monitor pupils' recognition of speed sounds, blending skills, and ability to read decodable texts accurately.
- **Fluency:** Monitoring pupils' ability to read age-appropriate texts smoothly, with expression and appropriate pace.
- **Comprehension:** Assessing understanding of texts through questioning, discussion, and retelling, including the ability to infer meaning, recall key details, and identify characters, settings, and events.
- **Word reading and spelling application:** Tracking recognition of common exception words and ability to apply phonics knowledge in writing.

Teachers use KPIs to identify pupils who require additional support or challenge, to inform targeted intervention, and to ensure all pupils make strong progress. Assessment outcomes are recorded termly and used to guide planning, report to parents, and prepare pupils for the transition into Year 2.

Writing.

Year 1- Year 6- teachers use the individual writing checklists to regularly assess their writing and identify the next steps. These are then used to record termly teacher assessments which are then used for future planning and reported to parents.