



“Creating excellence, embracing all.”

SUBJECT POLICY FOR ENGLISH 2025-2026

Subject Lead: Angus Hunter and Laura Jones
Headteacher: Jo Reid
Chair of Governors: Sue Miler

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Botley School Vision statement

A high-quality education in a positive and happy school, where everyone is included, celebrated and encouraged to be a creative lifelong learner.

Botley School Values

Inclusivity Teamwork Kindness Respect Resilience Creativity

Introduction:

The principle aim of the English curriculum at Botley School is to enable all pupils to develop their full potential and their ability to communicate effectively and confidently through the spoken and written word. We recognise that English is a core subject within the 2014 National Curriculum and a pre-requisite for educational and social progress.

Mastery over language empowers children to communicate creatively and imaginatively, as well as allowing them engagement with the world at large.

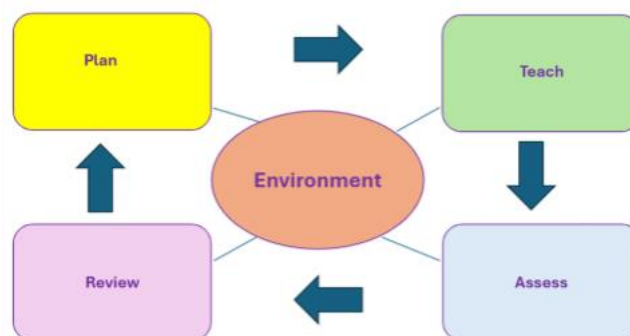
Aims:

To encourage children to:

- Be effective, enthusiastic and competent communicators and good listeners;
- Express opinions, articulate feelings and formulate responses to a range of texts (both fiction and non-fiction) using appropriate technical vocabulary;
- Foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form;
- Enjoy, engage with and understand a range of text types and genres;
- Be able to write in a variety of styles and forms showing awareness of audience and purpose;
- Develop powers of imagination, inventiveness and critical awareness in all areas of English;
- Use grammar and punctuation accurately;
- Understand spelling conventions;
- Produce effective, well-presented written learning.

Pedagogical Principles

The Intent, implementation and impact of the Art and Design curriculum is rooted in the pedagogical principles as set out in the Botley Teaching and Learning Policy.



INTENT

We aim to develop pupils' abilities within an integrated programme of speaking and listening, reading and writing linked to our creative curriculum so that they:

- Read, write and speak with confidence, fluency and understanding.
- Read widely and often, for both pleasure and information.
- Speak confidently and clearly, adapting what they say and how they say it to the purpose and audience.
- Use discussion in order to learn.
- Listen, understand and respond appropriately to what others have to say.
- Understand the connections between the spoken and written word.
- Are able to orchestrate a full range of strategies and cues (phonic, graphic, syntactic, contextual) to monitor their own reading and writing and to correct mistakes.
- Understand a full range of text types and genres (fiction and non-fiction) and be able to write in a variety of styles and forms appropriate to the audience and purpose.
- Are able to plan, draft, revise and edit their own writing.
- Develop fluent and legible handwriting.
- Have an interest in words and their meanings, developing a growing vocabulary in spoken and written form.
- Read with enjoyment and understanding, evaluating and justifying their preferences.
- Discuss reading and writing comprehensively, expressing opinions, explaining techniques and justifying choices about a wide range of fiction and non-fiction texts, using suitable technical vocabulary.
- Develop their powers of imagination, inventiveness and critical awareness.

Statutory Requirements

Statutory requirements for the teaching and learning of English are set out in the 2014 National Curriculum for English document and the Statutory Framework for the Early Years Foundation Stage (2025).

National Curriculum

At Key Stages 1 and 2 the programmes of study set out what the children should be taught and are expected to know by the end of each Key Stage. The Programme of Study for each Key Stage identifies four areas of English that children study.

- Spoken language
- Reading including phonics
- Writing
- Spelling, vocabulary, grammar and glossary

English is also supported through the use of ICT.

Early Years Foundation Stage

Children entering school will be expected, by the end of their Reception year, to have reached or made good progress towards the Early Learning Goals as outlined in the Statutory Framework for the Early Years Foundation Stage. Children will be given opportunities to speak, listen and represent their ideas in a range of activities as well as develop a life-long love of reading. They will have opportunities to use communication, language and literacy across the seven areas of learning and development that prepares children for the English curriculum in Key Stage 1 and is consistent with the National Curriculum 2014.

Implementation

Planning

The National Curriculum 2014 forms the basis of our school curriculum documents and informs our teaching for learning. Teachers work towards independent learning and plan for

learner's needs. Teachers use a range of imaginative teaching strategies to engage all learners.

Teachers use the schools' English Curriculum, which incorporates the National Curriculum 2014, as a starting point for creating their medium-term literacy plans. These medium-term plans follow the four stages of our English teaching sequence (Hook, Text exploration, Teaching of Skills and Planning, Drafting, Editing & Refining). These plans are used as the basis for short term planning and are adapted according to the needs of the children. The length of a unit may vary. Clear learning objectives are set for each session and are shared with pupils in the form of a learning question. Teachers personalise learning according to the needs of the pupils and use a range of quality first teaching strategies for targeted support. English skills are encouraged and developed across our curriculum, and links are made where appropriate. Technology is used where it enhances, extends and complements English teaching for learning.

Teaching and Learning

English is taught through all areas of the curriculum. English sessions are expected to occur daily and have elements of Spelling, Punctuation and Grammar (SPaG) within the sessions. Reading is weekly, with three sessions a week focusing purely on Guided Reading. In Reception and KS1 Phonics is taught daily through Monster Phonics and in KS2 spelling is taught using the Superhero spelling programme which follows on from Monster Phonics.

SEND and Inclusion

We are an inclusive school. All children receive Quality First Teaching. We aim to raise the standards for all children and provide access to learning about English for all pupils. Where appropriate, resources will be tailored to the needs of the individual pupil to support gross and fine motor control skills. Pupils who receive 1:1 support will have access to support during English lessons where appropriate to their needs. Learning and teaching will be ambitious for all and adapted to the individual needs of pupils where appropriate, however, the school recognises that not all pupils with identified special needs will automatically need additional support in English and where pupils can access the learning and demonstrate their knowledge independently, this will be encouraged. For pupils with English as an Additional Language, teachers will ensure key vocabulary is clearly defined and understood and provide additional support where appropriate. All classes have an Inclusion Action Plan which includes general teaching strategies for different groups within the class based on teacher assessment.

Impact:

Recording

Work is to be recorded in English and Wider Curriculum books.

Assessment

When assessing English, Botley School uses progression grids to understand what pupils have learnt before, what they need to learn now and what they will learn next.

Phonics is assessed using the Monster Phonics assessments throughout the year as well as an end of Year 1 Phonics Test.

Summative Assessment

At the end of each school year, pupils will be assessed within one of the following bands: Emerging; Developing; Expected; Greater depth.

Pupils will be expected to demonstrate the core skills of progression relevant to their year group to be assessed as Expected.

Reporting

A final summative assessment for Writing and Reading will be reported to parents within the annual school report. Phonics levels are shared at the end of Year 1 and Year 2 (if a resit required).

Monitoring and Evaluation

The Headteacher, Leadership Team, Key Stage Leads, the Language Curriculum Action Team (CAT), and teachers monitor English. Having identified priorities, the Language CAT construct an action plan that links to the School Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place, e.g. classroom observation, learning walks, planning scrutiny, book looks etc.

Linked policies:

Reading policy
Curriculum policy
Learning and Teaching Policy
Assessment policy
Health and Safety Policy
Equal Opportunities policy
SEND policy

Appendix:

Key Document Links:

[Writing curriculum overview](#)

[Writing progression map](#)

[Reading progression map](#)

[English in the Early Years](#)