



**KIMBOLTON ST JAMES' C OF E PRIMARY SCHOOL
& ORLETON C of E PRIMARY SCHOOL**

ENGLISH AND WRITING POLICY

Date signed off by Full Governing Body: 7th July 2026

Our vision is rooted in 1 Corinthians 16:13-14: 'Keep alert, stand firm in your faith, be courageous, be strong. Let all that you do be done in love.'

At Kimbolton and Orleton Primary Schools, we believe that literacy and communication are fundamental life skills. Through our English curriculum, we enable children to become confident communicators, enthusiastic readers and successful writers who can participate fully in society and flourish as lifelong learners.

We are committed to fostering a love of language, literature and learning. Through rich, engaging and purposeful experiences, children develop the knowledge, skills and confidence to express themselves effectively through both spoken and written language.

This policy should be read alongside the school's **Reading, Phonics and Handwriting Policies**.

Intent

English has a pre-eminent place in education and in society. A high-quality English education develops pupils' ability to speak, listen, read and write fluently, enabling them to access the full curriculum and prepare for future learning and life beyond primary school.

At Kimbolton and Orleton, we recognise that:

- Writing is fundamental to educational achievement and social mobility.
- Writing empowers children to communicate creatively, imaginatively and effectively.
- Strong literacy skills support success across all curriculum areas.
- Effective communication enables children to express their ideas, opinions and emotions with confidence.
- Reading and writing are essential for independent learning and lifelong success.
- Oracy provides the foundation upon which reading and writing skills are built.

Through a coherent and progressive curriculum, we aim to ensure that all pupils develop secure foundations in language and literacy and achieve their full potential.

Aims

We aim for all pupils to:

- See themselves as confident, capable and successful writers.
- Develop a love of language, literature and storytelling.
- Achieve the highest standard of writing of which they are capable.
- Write for a wide range of audiences, purposes and contexts.
- Develop a rich and ambitious vocabulary.
- Speak confidently, listen attentively and participate effectively in discussion.
- Become fluent and accurate writers through secure knowledge of spelling, grammar, punctuation and handwriting.
- Apply their English skills across the wider curriculum.
- Develop resilience, independence and pride in their writing.

Our English Curriculum

Our curriculum is built upon the principles of:

Strong Foundations

Language development begins from the moment children enter our school. We place a strong emphasis on communication, vocabulary acquisition, storytelling, talk and early literacy experiences, recognising that these underpin later success in reading and writing.

Oracy

High-quality talk is central to learning. Children are taught to articulate ideas clearly, listen actively, build on the contributions of others and adapt their language for different audiences and purposes. Oracy is planned for across the curriculum and supports both reading and writing development.

The Writing Framework

Our approach reflects the recommendations of the DfE Writing Framework by ensuring children:

- Write frequently and for meaningful purposes.
- Learn through explicit teacher modelling.
- Build secure transcription skills.
- Develop sentence construction and composition progressively.
- Receive opportunities to plan, draft, edit and improve their work.
- Develop automaticity in spelling and handwriting to support composition.

High Expectations

We maintain high expectations for all pupils, ensuring that every child can access ambitious texts, vocabulary and learning experiences with appropriate support and challenge.

Talk for Writing

The **Pie Corbett Talk for Writing** approach forms a central part of our writing curriculum.

Children learn to internalise language patterns and text structures through oral rehearsal before applying them independently in writing. Key strategies include:

- Story mapping
- Oral retelling
- Boxing up texts
- Vocabulary development activities
- Shared writing
- Guided writing
- Modelled writing

Children move through the stages of:

Imitation

Learning and internalising high-quality model texts.

Innovation

Adapting and modifying texts with increasing independence.

Independent Application

Using acquired skills and knowledge to create original pieces of writing.

This gradual release of responsibility supports all pupils to become confident, independent writers.

Curriculum delivery

From EYFS to Year 6, children receive high-quality English teaching within their classes.

Teaching is characterised by:

- Clear learning intentions.
- Explicit modelling.
- Opportunities for purposeful talk.
- Regular guided and independent practice.
- Working walls that support and celebrate learning.
- Assessment-informed planning.
- Adaptive teaching and appropriate scaffolding.
- Rich vocabulary instruction.
- Opportunities for writing across the curriculum.

Children requiring additional support receive targeted intervention and appropriate adaptations to ensure progress. Technology is used where appropriate to enhance learning and provide meaningful opportunities for reading, writing and research.

Early Years Foundation Stage

In EYFS, communication and language development is a priority and underpins all learning.

Children receive:

- Daily systematic phonics teaching.
- Opportunities for storytelling and oral language development.
- Adult-led and child-initiated literacy activities.
- Opportunities to develop mark making, letter formation and early writing.
- Exposure to high-quality texts, rhymes, songs and stories.
- Purposeful opportunities to read and write across all areas of provision.

Writing opportunities are carefully planned throughout the indoor and outdoor environment, enabling children to understand that writing serves a range of meaningful purposes.

Talk for Writing principles are introduced through storytelling, oral rehearsal and shared language experiences.

Key Stage 1 (Years 1 and 2)

Children participate in daily English lessons and continue to develop secure foundations in phonics, language and writing.

Teaching focuses on:

- Building fluency in reading and writing.
- Developing oral language as a foundation for writing.
- Understanding different text types and their features.
- Developing transcription skills, including spelling and handwriting.
- Writing for a range of purposes and audiences.

Writing opportunities include:

- Stories
- Instructions
- Recounts

- Poetry
- Non-chronological reports

Grammar, spelling and punctuation are taught explicitly and revisited regularly through English lessons.

Grammar development is supported through the **Grammar Ninja** programme and embedded within purposeful writing. Spelling is taught through the **RWI Spelling Scheme** from Year 2, while handwriting follows the **Nelson Handwriting Scheme**.

Key Stage 2 (Years 3-6)

Children continue to develop increasing independence, stamina and sophistication as writers.

Daily English lessons provide opportunities to study a wide range of high-quality texts and writing genres.

Examples include:

- Stories and narrative genres
- Letters
- Play scripts
- Biographies
- Recounts
- Instructions
- Explanations
- Debates
- Poetry

Children learn to:

- Write persuasively.
- Construct arguments.
- Write formally and informally.
- Adapt writing for different audiences and purposes.
- Develop authorial voice and vocabulary choices.
-

Grammar, spelling and punctuation remain integral to teaching and are taught through daily sessions and applied in writing. Spelling continues through the **RWI Spelling Scheme**, while handwriting follows the **Nelson Handwriting Scheme**.

Children are provided with frequent opportunities for extended writing and to apply English skills across the wider curriculum.

Writing across the curriculum

Writing is not confined to English lessons. Children are provided with meaningful opportunities to apply their writing skills across all curriculum areas, including:

- History
- Geography
- Science
- RE

Cross-curricular writing enables pupils to deepen subject knowledge whilst strengthening literacy skills within authentic contexts.

Oracy and spoken language

Spoken language is fundamental to learning and communication.

At Kimbolton and Orleton, we provide planned opportunities for children to:

- Speak confidently and clearly.
- Listen attentively and respectfully.
- Ask and answer questions.
- Present ideas and opinions.
- Engage in discussion and debate.
- Retell stories and information.
- Perform poetry and drama.

Oracy is developed through:

- Talk partners
- Storytelling
- Reading aloud
- Drama and role play
- Circle time
- Assemblies
- Debates
- Presentations
- Collaborative learning activities

Children are explicitly taught the vocabulary and communication skills required to participate successfully in classroom discussions.

Any child requiring additional support with speech and language is referred in accordance with the SEND Policy.

Inclusion

We are committed to ensuring that every child can succeed in English.

Teachers carefully monitor progress and provide appropriate support, challenge and intervention.

Provision may include:

- Adaptive teaching
- Additional adult support
- Small-group intervention
- Phonics intervention
- Targeted SEND provision

More able pupils are identified and challenged through ambitious tasks and opportunities for greater depth learning.

Equality and Diversity

At Kimbolton and Orleton Primary Schools, we have high expectations for every child, regardless of background, ability or circumstance.

Our English curriculum reflects a diverse range of voices, experiences and perspectives through carefully selected texts and resources. We value and celebrate the unique experiences each child brings to our school community.

Assessment, Recording and Reporting

Assessment is used to inform teaching and ensure all pupils make strong progress.

Assessment includes:

- Ongoing formative assessment.
- Teacher feedback and pupil response.
- Summative writing assessments.
- Reading assessments using NFER tests and statutory assessments where appropriate.
- Phonics assessments in line with statutory requirements.
- SATs assessments in Years 2 and 6 where applicable.

Assessment information enables teachers to identify strengths, address misconceptions and plan next steps in learning.

Subject Leadership

Our subject leader for English is Mrs Hyde.

The English Subject Leader is responsible for maintaining and improving standards in English across the school through:

- Monitoring teaching and learning.
- Evaluating pupil outcomes.
- Reviewing planning and curriculum coverage.
- Monitoring feedback and assessment.
- Supporting professional development.
- Managing and organising resources.
- Keeping informed of national developments and research.
- Promoting high-quality practice in reading, writing and oracy.

The Subject Leader works alongside senior leaders to ensure that English remains a strength of the curriculum and that all pupils develop the knowledge, skills and confidence needed to succeed.