

English Policy

Vision: To be a community of courageous life-long learners, who are rooted in God, live out our Christian values and enjoy life in all its fullness. (Col 2:1-7)

Mission: Growing together, rooted in God and inspiring one another through our values and our broad enriched curriculum.

Strapline: Growing together, rooted in God, having fullness of life (Col 2:1-7)

Date of Policy: October 2025

Date of Policy review: October 2028

English Lead: Mrs G Healy

Date: 20th October 2025

Link Governor: Mrs G Tyler

Date: 20th October 2025

1. Vision & Rationale

At Aston Rowant, English is the foundation of our curriculum and central to enabling every child to flourish academically, socially, creatively and spiritually. Through high-quality reading, writing and spoken language experiences, children learn to understand themselves, others and the wider world. Rooted in our Christian vision of **Growing Together**, our curriculum helps pupils become courageous, articulate and thoughtful learners who communicate with clarity and confidence.

Our English curriculum reflects the school's values of **Gratitude, Resilience, Outreach, Wonder, Trust and Harmony**, helping children grow as expressive, motivated and reflective readers and writers.

World Book Day captures this beautifully each year, with pupils expressing comments such as:

- "This is my favourite day of the whole year!" (2025)
- "We made poems in so many different ways!" (2024)
- "Masked Reader is the best thing ever!" (2025)

2. Intent

Our intent is that all children at Aston Rowant:

Become fluent, confident and motivated readers

- Developing strong decoding skills and deep comprehension.
- Reading widely for pleasure across genres, cultures and styles.

Become skilled, expressive writers

- Writing for real purposes and real audiences.
- Structuring ideas clearly and using rich vocabulary.

Develop articulate communication skills

- Speaking clearly, listening actively and participating in meaningful discussion.

Experience joy, creativity and "wonder" in English

- Through poetry, drama, storytelling, performance and cross-curricular links.

See themselves as readers, writers, storytellers and thinkers

Pupil voice shows this impact clearly:

- "Stories can be told in music, dance, pictures - not just words."
- "Drawing comics is like being the illustrator and the author at the same time."

Achieve highly regardless of background or need

Our curriculum ensures ambition for all and early intervention where needed.

3. Implementation

We implement our intent through a consistent, research-informed approach.

3.1 Reading

Systematic Phonics

Taught daily in EYFS and KSI, with regular assessment and timely intervention to ensure no child falls behind.

Early Reading

Children read fully decodable books matched to their phonics stage.

Whole-Class Reading

A structured approach focusing on vocabulary, fluency, retrieval, inference, prediction, summarising and authorial intent.

Reading for Pleasure Culture

We cultivate a love of reading through:

- Daily story time
- Reading ambassadors
- Reading buddies
- Book swaps
- Author studies
- Class libraries & cosy book corners
- Outdoor reading opportunities
- Masked Reader event (hugely popular event)
 - *"I knew Masked Reader 3 was Mrs Healy!"*

Reading Enrichment

World Book Day provides high-quality, immersive reading experiences, including:

- Drama workshops
- Poetry performances
- Creative arts linked to texts
- Story mapping and geography links
- Multi-age House team activities
- Children consistently express increased enthusiasm:
 - *"Now I want to read new books, not just the ones I always choose."*

3.2 Writing

We teach writing through:

High-Quality Model Texts

Core texts are chosen to inspire vocabulary, structure and creativity.

Explicit Teaching of the Writing Process

- Modelled writing
- Shared writing
- Guided writing
- Independent writing
- Editing and improving
- Publishing for a real audience

Grammar Taught in Context

Grammar is embedded within meaningful writing units, not taught in isolation.

Poetry & Creativity

A strength across the school:

- Blackout poems (2024)
- Performance poetry (2024)

- Magic Dust poems (2024)
- Character writing and comics (2025)
- Inter-school Poetry Slam Competition (2025 & 2026)

Cross-Curricular Writing

Writing is embedded across subjects, deepening understanding and purpose.

3.3 Speaking & Listening (Oracy)

Oracy is deliberately taught through:

- Drama (e.g., Grimm’s Tales performance workshops, 2026) [[Pupil Voice...k Day 2026 | Word](#)]
- Debate and discussion
- Retelling stories
- Oral rehearsal before writing
- Poetry performance
- Presentations and collective worship contributions

Children learn to speak clearly, listen carefully and communicate respectfully.

3.4 Inclusion

English is accessible to all learners through:

- Adaptive teaching
- Vocabulary scaffolds
- Sentence stems
- Visual prompts and structured talk
- Chunked tasks
- Phonics and reading intervention groups
- Additional adult support where needed
- Carefully chosen texts for SEND and EAL learners

We maintain high expectations for every pupil.

3.5 Home–School Partnership

We support families through:

- Phonics guidance
- Reading diaries
- Workshops and information sessions
- Recommended reading lists
- Celebrations such as book swaps

Parents play a key role in developing lifelong readers.

4. Assessment

Formative Assessment

- Daily questioning
- Live marking during writing
- Guided reading responses
- Phonics assessment cycles
- Writing conferences

Summative Assessment

- Half-termly reading assessments
- Writing moderations
- Phonics Screening Check (Y1)
- End of KS1 & KS2 statutory assessments (where used)
- Tracking of vulnerable groups

Pupil Voice

Used regularly to evaluate impact, celebrated during enrichment events:

- *“Reading can be connected to everything I like.”*
- *“It was like discovering a secret poem hidden in the page.”*

5. Leadership & Monitoring

The English Subject Leader:

- Oversees curriculum design and progression
- Monitors teaching, books and planning
- Leads phonics, reading and writing CPD
- Reviews data and identifies next steps
- Conducts learning walks & pupil interviews
- Updates English resources and reading spine
- Reports to SLT and Governors

Governors take part in learning walks, book looks and reading events to ensure strategic oversight.

6. Impact

By the end of their time at Aston Rowant, children:

- Are fluent, confident readers
- Write with clarity and creativity
- Use ambitious and expressive vocabulary
- Speak confidently and listen respectfully
- Love reading and value stories
- Demonstrate resilience and pride in their writing
- Achieve at least in line with national expectations
- Show strong cultural, emotional and intellectual development

World Book Day feedback shows powerful impact on reading culture:

- *“Books can take you anywhere - even into your own passions.”*
- *“Heroes don’t always wear capes - some are in books and some are in real life.”*

Our children **see themselves as readers, writers, thinkers and storytellers** - prepared for the next stage of their education and for the wider world.