



English Curriculum Policy

Date Reviewed:	21.06.2026
Next Review Date:	21.06.2027
Policy Owner:	Hayley Plant

Date	Amendment	Staff Member
19/08/26	Changes in line with our new English curriculum Handbook	Hayley Plant

Mission Statement

We are committed to providing a supportive, enjoyable and family style environment in which every child is nurtured and encouraged to achieve their potential through a broad-based curriculum and opportunities for developing sporting, dramatic, artistic and musical talents.

Statement of Aims & Objectives

- To enable each child to fulfil their own academic and personal potential.
- To instil in every child the importance of developing personal initiative and to foster in them a belief that they can fulfil their potential in any area of school life.
- To provide a broad based academic and extra-curricular education that is delivered in such a way as to satisfy the learning needs of each and every pupil.
- To help each pupil to develop both a set of values and an understanding and appreciation of other religious beliefs.
- To learn the difference between right and wrong and to appreciate that rights and responsibilities are equally balanced.
- To develop and promote a sense of caring and community between the pupils within the school and the wider community as a whole.
- To instil in each pupil a high degree of self-respect and respect for their fellow pupils, teachers and other adults.
- To prepare each child for the transition to the next stage of their education and to be able to take advantage of any opportunities as they present themselves.

Safeguarding

Oakhyrst Grange School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. At this school we respect and value all children and are committed to providing a caring, friendly and safe environment for our pupils so that they can learn in a relaxed and secure atmosphere. We believe that every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Oakhyrst Grange School. We recognise our responsibility to safeguard all who access school and promote the welfare of all of our pupils



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by protecting them from physical, sexual and emotional abuse, neglect and bullying. This should be read in conjunction with the Safeguarding Policy.

All staff will be asked to complete training annually following KCSIE updates. Further safeguard training will take place throughout the year. All staff must wear their lanyards at all times.

The Safeguarding governor is: Pauline Clark Pauline.clark@oakhurstgrangeschool.co.uk

DSL: Roxann Dowling (Head of EYFS)

DDSL: Gemma Mitchell (Headteacher)

DDSL: Faye Dance (Deputy Headteacher)

Telephone: 01883 343344

Safeguarding Team: DSL@oakhurstgrangeschool.co.uk



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Health and Safety

All activities undertaken as part of our English curriculum whether in school or on trips (theatre trips, visits to other schools, library visits etc) will be assessed according to the school's Risk Assessment procedures and completed prior to all events taking place.

Equal Opportunities

All children have an entitlement to participate fully in English, regardless of gender, race, age or ability, in accordance with the school's Equal Opportunities Policy. Children whose second language is English receive appropriate support as necessary.

Additional Support and Intervention

The needs of children requiring additional support for their English will be discussed by the English Coordinator, SENDCO and the class teacher. Children with a Specific Learning Disability and/or language difficulties may receive support as part of the school's support programme where appropriate (see SEND Policy). Opportunities will also be given to those children working at greater depth or identified as most able to extend their skills and access a broader curriculum. Activities to enrich and enhance the school's usual curriculum are available and reviewed regularly to meet the needs of individual children.

Teaching and Learning

Overview

The teaching of English is viewed as an integral part of school life and underpins learning across the wider curriculum. The skills developed within English lessons are applied, extended and reinforced through all curriculum areas. Children are given regular opportunities to develop and apply their speaking, listening, reading, comprehension, grammar and writing skills across a range of subjects. These cross-curricular links are identified within curriculum planning documentation. Three consistent threads run through every English lesson to embed learning: Literature Led, Talk Rich and Writing with Purpose.

The teaching of English also supports pupils' personal and social development by building confidence, resilience and self-esteem. Children are encouraged to become independent learners and are provided with opportunities to engage in a wide range of enriching experiences beyond the classroom, including library visits, theatre visits and visits from authors. Pupils also participate in class discussions, debates, speaking and listening activities, cooperative learning experiences, and speech and drama activities to develop confidence, creativity and effective communication skills.

English at Oakhyrst Grange School is taught through daily English lessons of at least 50 minutes, incorporating reading, writing, grammar, spelling and spoken language activities. Homework in English, or activities requiring the application of English skills across other curriculum areas, is given regularly. Reading also forms part of every child's daily homework. In addition, children are given weekly spelling homework through Spelling Shed to support the development and retention of spelling patterns and rules.



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Additional time is allocated for spelling, handwriting, independent reading and reading with an adult. The exact time allocation for these areas will vary according to the age and needs of the children.

Weekly grammar lessons are taught across the school to ensure pupils develop a secure understanding of grammar, punctuation and language structure. Grammar teaching is carefully linked to the current writing focus so that pupils are able to apply their grammatical knowledge meaningfully within their own writing.

Reading comprehension skills are taught explicitly to develop pupils' understanding of vocabulary, inference, prediction, explanation, retrieval and summarising across a range of texts.

Children are exposed to a broad range of writing genres each year in order to develop their understanding of audience, purpose and language choices, while building on prior knowledge and skills progressively across the curriculum.

In the Early Years Foundation Stage, Communication and Language Development (CL), as well as Literacy Development (L), are covered and assessed through our online observation portal, Tapestry, and permeate all aspects of the child's day. CL and L form an integral part of the long- and medium-term planning in Pre-Reception and Reception, using the Early Years Foundation Stage framework as guidance.

Teachers plan for a range of learning opportunities, including whole-class, group, paired and independent activities, to support engagement and progression in English.

English teaching is supported through adaptive teaching strategies and appropriate scaffolding to meet the needs of all learners. Clear learning objectives and success criteria are shared with pupils to ensure they understand the purpose of the lesson, what is expected of them and how to achieve success. Teachers support pupils through shared writing, modelled writing and guided practice before encouraging independent application. Time is provided for pupils to edit, improve and refine their work in response to self-assessment, peer assessment and teacher feedback, supporting children in becoming reflective and independent writers. Appropriate support and challenge are provided to ensure all pupils can access the curriculum successfully and achieve their potential.

Attention is also given to the use of language through iPads and other digital technologies. Children are taught to use digital communication appropriately and understand the potential risks associated with online communication (see Online Safety Policy).

ICT is used to enhance, extend and complement the teaching and learning of English. Opportunities are provided for children to develop their writing skills through the exploration of a range of genres and styles, enabling them to review, edit, redraft and publish work for display and wider audiences.

Speaking, Listening, Group Discussion and Drama

Our objectives are to enable our children to:

- communicate effectively in a range of contexts and for different audiences
- speak confidently and express themselves clearly in a variety of situations, including paired discussions, group work and individual presentations



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- listen attentively and respond appropriately to others, showing respect for differing opinions and viewpoints
- develop the skills required for effective discussion, collaboration and verbal reasoning
- participate in and respond to drama-related activities as part of classroom learning, assemblies and whole-school events such as Harvest Festival, Remembrance Day, Nativity performances, Carol concerts, musical and drama productions, and ISA competitions
- develop confidence, performance and presentation skills through participation in public speaking opportunities and performance events, supported by the English Lead.

Speaking, listening, group discussion and drama activities are integrated into our teaching across all subject areas including PSHE. The development of these skills is regarded as fundamental to all teaching and learning within our school curriculum.

Reading

Our objectives are to enable children to:

- read independently, fluently and expressively with understanding and enjoyment
- develop their vocabulary, language comprehension and knowledge through exposure to a wide range of genres, authors and text types
- read a broad range of fiction, non-fiction and digital texts for both pleasure and information
- discuss, interpret and respond thoughtfully to what they read
- develop confidence in analysing and evaluating texts at both literal and inferential levels
- foster a lifelong love of reading and literature

We encourage a love of books and reading by providing a rich reading environment throughout the school, including within classrooms and the school libraries. Teachers read aloud to children regularly and expose pupils to a wide range of high-quality fiction, non-fiction and poetry, including texts that reflect different cultures, experiences and perspectives. Each class studies a high-quality class text throughout the year to promote reading for pleasure, enrich vocabulary and provide opportunities for discussion, comprehension and cross-curricular learning. Daily opportunities for reading are provided across all year groups.

Reading with an adult is highly valued at Oakhyrst Grange School and opportunities for this are provided regularly throughout the week. In Years 3 to 6, pupils also participate in regular periods of independent reading to help develop reading stamina, fluency and enjoyment. Children who require additional support with reading continue to read regularly with teachers or teaching assistants, as appropriate.

As children become more independent readers, they are encouraged to explore, discuss and evaluate texts from a range of genres and authors. Reading Records or Reading Journals are used to record and reflect upon reading and are monitored by both parents and teachers.

The Summer Reading Challenge, based on recommendations from Surrey Libraries, is promoted annually in order to further encourage reading for pleasure beyond the classroom. In addition, the school runs its own Oakhyrst Reading Challenge throughout the year, encouraging children to read widely through a structured Bronze, Silver and Gold system.



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We recognise that successful reading development relies upon both accurate word recognition and strong language comprehension skills. Different teaching approaches are therefore used to ensure that pupils develop the ability to decode text fluently while also understanding, interpreting and responding to what they read.

Word recognition skills are developed systematically in the Early Years and Pre- Prep years through the teaching of phonics. We follow the Floppy's Phonics programme in Reception and Year 1, with pre-phonics skills taught in Pre-Reception. Children who require additional phonics support continue to revisit and consolidate phonics learning in Year 2 and beyond where necessary. Dedicated phonics sessions are included within the timetable for these year groups.

Language comprehension skills are developed through a range of high-quality texts, reading activities and comprehension opportunities. Pupils are taught to analyse texts at literal, inferential, deductive and evaluative levels. Where appropriate, reading comprehension activities are linked to the writing genre being studied in order to strengthen pupils' understanding of vocabulary, language structures, audience and authorial intent.

In Years 5 and 6, pupils are also provided with opportunities to practise comprehension techniques and examination-style questions in preparation for senior school entrance assessments.

Writing

Our objectives are to enable children to:

- write imaginatively, creatively and thoughtfully for a range of purposes and audiences
- write clearly, accurately and confidently using appropriate grammar, punctuation and spelling
- develop a fluent, legible and joined handwriting style and understand the importance of presentation in communicating meaning effectively
- plan, draft, edit and improve their writing independently and in response to feedback
- develop vocabulary and language choices appropriate to audience and purpose
- use digital technology to support drafting, editing and publishing
- value themselves as writers and appreciate, discuss and respond to the writing of others

Children are provided with a wide range of meaningful purposes and opportunities for writing across the curriculum. Throughout their time at Oakhyrst Grange School, pupils are exposed to and write across a broad range of genres and text types, including recounts, reports, instructions, explanations, persuasive writing, discursive writing and poetry. Opportunities are also provided for children to participate in local and national writing competitions where appropriate.

A fluent cursive handwriting style is taught from Year 2 onwards. Where appropriate, cursive writing may be introduced earlier at the discretion of the class teacher. Writing in ink is introduced from Year 4. Pupils are also taught keyboard and word-processing skills to support writing across the curriculum.



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We recognise that the acquisition of grammar, punctuation and the conventions of Standard English is an integral part of effective writing. Time is allocated across all year groups for the explicit teaching and application of these skills within meaningful writing contexts.

Writing is taught as a progressive process which begins with exposure to high-quality texts and the explicit teaching of ambitious vocabulary, language structures, audience and purpose in order to develop confident and effective communicators. Teachers support pupils through discussion, planning, modelled writing, shared writing and guided practice before encouraging independent application. Opportunities are provided for pupils to edit, refine, publish and celebrate their work, enabling children to develop confidence, independence and pride in their writing.

Feedback

Feedback is recognised as an essential part of the writing process and is used to support pupils in developing and improving their work. With younger children, feedback is often immediate and verbal, while older pupils may receive both verbal and written feedback. Children are encouraged to reflect upon, edit and refine their work in response to teacher feedback, self-assessment and peer assessment opportunities.

Teachers assess and mark writing in accordance with the school's Marking and Assessment Policy.

Planning

Curriculum planning is informed by the National Curriculum and adapted to meet the needs of pupils at Oakhyrst Grange School. Teachers plan lessons that promote deeper thinking and meaningful learning opportunities across the English curriculum, drawing on cross-curricular links – such as Science, history and geography topics – through companion text where possible. English teaching is structured around a progressive sequence of literary concepts and big questions, building year on year – set out in full in the school's curriculum vision documentation.

Teachers in Years 5 and 6 also prepare pupils for senior school entrance examinations, including work linked to ISEB expectations and local senior school requirements.

Medium-term planning is completed on a two-week cycle by class teachers and outlines learning objectives, adaptive teaching strategies, progression in learning and opportunities for assessment. Planning incorporates a range of teaching approaches to ensure all pupils are appropriately supported and challenged. Planning is reviewed and adapted in response to ongoing assessment to meet the evolving needs of learners.

Assessment and Recording

Assessment is central to the teaching and learning process. In the Early Years Foundation Stage, teachers assess children's learning through ongoing observations, the Foundation Stage Profile and individual Learning Journeys.

As pupils progress through the school, teachers continue to monitor achievement and progress through daily observations, formative assessment and formal assessment opportunities. Assessments in reading, comprehension, grammar and writing are completed regularly throughout the year. Formal Quest Assessments in spelling, reading and



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comprehension are undertaken three times a year, during the Autumn, Spring and Summer Terms.

Teachers in Years 2 to 6 meet once a year to moderate writing assessments in order to ensure consistency and accuracy in assessment across the school. Writing folders are maintained for each pupil and demonstrate progression over time.

Writing assessments take place regularly and pupils are assessed against National Curriculum expectations appropriate for their year group. Both narrative and non-fiction writing are assessed to support accurate tracking, monitoring and the identification of any additional support or intervention required. Teachers use agreed writing success criteria to support ongoing teacher assessment, with outcomes logged on assessment tracking grids as assessment take place.

Reporting to Parents

Parents receive regular feedback regarding their child's progress in English through informal communication, Reading Records and formal parent meetings. Weekly spelling homework is set through Spelling Shed in accordance with the Homework Policy.

Parents are invited to attend formal parent consultation meetings twice yearly to discuss progress and attainment. In addition, parents receive written reports which outline achievements, progress and areas for further development. Where appropriate, assessment outcomes and test results are also shared. Parents are also invited into classrooms for a Classroom Museum event, where they can see examples of pupils' work, including English first-hand.

Monitoring and Evaluation

In order to monitor standards, progression and the effectiveness of English provision, the following systems are in place:

- pupil progress discussions between teachers at transition points throughout the school
- moderation of writing assessments and marking, undertaken once a year.
- ongoing review of provision and progress for pupils with Special Educational Needs and Disabilities (SEND) in collaboration with the SENDCo
- tracking and analysis of reading, spelling and writing attainment data
- regular review and evaluation of the English curriculum and policy
- monitoring of teaching and learning by the English Lead through lesson visits, pupil voice, book looks and curriculum discussions

Independent fiction and non-fiction writing assessments are completed regularly and assessed against National Curriculum expectations in order to support accurate tracking and progression across the school.

The Role of the English Lead

The English Lead is responsible for leading and developing English throughout the school. This includes:



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supporting high-quality teaching and learning across the English curriculum
monitoring standards, progression and attainment in English
supporting colleagues with planning, assessment and curriculum development
reviewing and updating policy documentation and curriculum provision
organising and monitoring resources to support the effective teaching of English
keeping up to date with current educational developments and curriculum guidance
promoting a positive reading and writing culture throughout the school

Resources

The English Lead, alongside the Headteacher, is responsible for reviewing, organising and allocating resources to support the teaching and learning of English. Resources are reviewed regularly to ensure they remain relevant, engaging and supportive of the curriculum. Future resource needs are identified and prioritised within the school's budget planning process.

In Years 5 and 6, digital learning platforms, including Atom Learning and BOFA, may be used to support classwork, homework and preparation for senior school entrance examinations.

This Policy is subject to regular review.