



**Collingwood Primary School
English Policy
September 2026**

Last Review	September 2026
Next Review	September 2028
Review Cycle	Biannually

Rationale

At Collingwood Primary we aim to instil in our pupils a lifelong love of English through a text-based approach, exploiting links across our curriculum to develop and broaden their understanding of the world in which they live. We immerse our children in the texts, equipping them with the skills needed to be a great writer who produces creative, engaging writing across a range of genres. By promoting the importance of vocabulary, we will provide our pupils with the key to unlock the world around them, through a '*mirrors and windows*' approach. Our carefully sequenced and purposeful curriculum will enable children to access lands: known and fantastical, modern and historical and home and abroad. We strongly promote reading for both knowledge and for pleasure, through the exploration of high-quality texts which enable our pupils to develop their creativity, raise their aspirations and create brave, resilient writers who are not afraid to independently '*have a go*'.

Phonics: Read Write Inc

At Collingwood Primary, we know that being able to read is the most essential skill a child will learn during their time here. To ensure they achieve this, we teach early reading via the *RWInc* Phonics programme, developed by Ruth Miskin. *RWInc* uses a structured systematic approach to learning phonics, beginning with exposure to environmental sounds, to discrete learning of sounds (both oral phonemes and written graphemes), progressing to blending to read, with developing fluency and comprehension through regular sustained practice.

Phonics teaching begins in Nursery and progresses throughout KS1 and into KS2 where appropriate. Groupings are fluid and children are assessed each half term to ensure we follow a 'stage not age' model which is closely targeted at pupils developing phonic ability. For our children who may still need further phonics teaching, we also run *RWInc FreshStart* groups in Upper KS2.

To ensure our children make speedy sustained progress throughout the programme, we support our children who need additional help to '*keep up*' by running *FastTrack* Tutoring high impact interventions (+5 months EEF) to ensure no child is left behind on their journey to becoming confident readers.

Children begin by receiving flashcards to match the current sounds they are learning in class. Following that, *RWInc* Ditty Sheets, Sound Blending books and Book Bag books which support their in school learning, ensure that children have the opportunity to practise the sounds they have just learnt in context.

UKS2 *FreshStart* children receive a *FreshStart* Reader: high quality texts that match their age and interests whilst still enabling them to practise their sounds at a level closely matched to their stage.

Reading

Our Reading provision aims to develop a love of reading acquired through varied and enriching exposure to wide-ranging texts, enabling pupils to broaden their knowledge of the world around them. Our Reading curriculum is taught through two key strands: to read accurately and to understand texts.

We expect every child to become a fluent reader by the time they leave Collingwood. We strive to develop a passion for reading through the use of: exciting and varied reading materials; engaging reading areas; taking pleasure from hearing stories; and enhancing this love through special events such as World Book Days, Collingwood Book Fayre and author visits. Each half-term, year groups spotlight a "Celebrated Author" linked to their current English text, encouraging pupils to explore more of their work. At Collingwood, we select a diverse mix of historical and modern writers to broaden our children's literary horizons.

When children complete their *RWInc* phonics programme, they progress onto *Read, Write, Achieve* whole class reading sessions which develop skills in fluency, comprehension and inference skills.

In addition to *Fast Track Tutoring* phonics intervention, we also run *BR@P* interventions to support targeted readers to develop their fluency and comprehension skills, ensuring we give all pupils the opportunity to make good progress no matter their starting point.

Pupils progress through our reading schemes, reading both at home and at school. Each child has a Reading Record Book which parents/carers sign to show that their child has read at home, as we strongly believe in the value of regular home reading and its lasting impact. *RWInc* 'Book Bag Books' are provided for home reading, closely linked to current phonics teaching and learning, alongside a child-chosen 'Share me with an adult' library book for supplementary reading material. Once our children progress from the *RWInc* scheme, they move onto *Oxford Reading Tree*, *Project X* and *Reader Ladder* scheme books, whilst continuing to choose a 'Share me with an adult' library book. Finally, when children are ready to read without targeted support, they move onto our 'bridging texts' and onto 'Free Readers books'. For children that require additional phonics and fluency support in UKS2, we offer *RWInc FreshStart* Readers.

Our reading strategy uses a blend of whole-class instruction and targets the lowest 20% in structured small-group sessions (+7 months EEF). Once children have the skills to decode words competently, we move to a focus on word reading with expression, fluency and comprehension. Teachers carefully plan their texts across the year following our Collingwood Reading Spine, linking texts, where appropriate, to the children's wider curriculum learning.

Alongside this, we promote Reading For Pleasure across the school, ensuring that children have the opportunity to listen to and enjoy a range of stories and genres which interest them daily, voting democratically on which book will become their next whole-class reader.

We utilise the Schools Library Service, ensuring that children are exposed to texts which relate to their current foundation subjects and interests. Our children have access to our school library bookcases, where fiction and non-fiction books are available for children to use as a home reading book or support for class work.

Salford Reading Assessments are also administered annually (or more often if deemed appropriate) which provides staff with a reading age outcome. In earlier years, and where appropriate, we also utilise Launchpad for Literacy to identify gaps in early learning which may be preventing our children from making the appropriate progress with early reading skills. This data directly informs our reading assessments, enabling staff to deliver highly targeted interventions.

To help inspire our pupils to read at home regularly (+4 months EEF), we offer an incentive scheme for the number of home reads pupils complete, whereby pupils can receive prizes for

hitting multiples of ten, with a reward certificate in assembly and a trip to the school's book vending machine for achieving forty reads.

Writing

At Collingwood Primary School, our Writing provision aims to foster a passion for writing which recognises its value in communicating with, and entertaining and engaging others. We strive to broaden our pupils' vocabulary, providing them with the skills and techniques required to become fluent and confident writers.

Writing is taught through a structured, progressive cycle designed to build confidence, independence, and technical proficiency. This teaching sequence ensures that children encounter high-quality literature, deconstruct successful writing, embed essential skills, and apply their learning to independent outcomes.

Every unit of writing begins with an independent, unassisted writing task, known as a '**Cold Write**'. This baseline assessment allows teachers to accurately gauge pupils' existing knowledge, identify specific gaps in skills, and tailor the subsequent unit planning to the precise needs of the class.

Following this, pupils immerse themselves in the genre, using the WAGOLL model text. During this phase, they **read as a reader**, focusing on comprehension, expanding their vocabulary, and developing a deep understanding of the text's meaning, context, and themes.

Once familiar with the text, pupils begin to **read as a writer**. In this phase, they analyse the text to uncover *how* the author achieves specific effects. Pupils analyse the structure, layout, linguistic features, and grammar choices, co-constructing an "Ingredients grid" and "Toolkit" to support their independent writing.

Grammar, Punctuation, and Spelling (SPaG) are never taught in isolation; they are explicitly linked to the genre type being studied. Pupils participate in focussed sessions to practise and embed targeted SPaG skills, ensuring they have the technical tools required to write with precision and flair. To deepen understanding and secure long-term retention, SPaG skills are explicitly reinforced during targeted *Read, Write, Achieve* sessions.

With a secure understanding of the genre and text structure, pupils move into the composition phase beginning with an **Innovation** whereby pupils work collaboratively with staff to shared write using scaffolding to adapt the WAGOLL text. This provides pupils with a low-stakes 'no fail' opportunity to practise their skills without the fear of failure. Finally, pupils progress onto their **Invention** where pupils apply their skills to invent an independent piece of writing, assessed against the Ingredients Grid.

Editing is treated as an essential stage of the writing process, rather than an afterthought. Pupils are explicitly taught how to proofread for accuracy and edit for impact, using a green pen to make corrections and additions. Through self-assessment, peer feedback, and teacher instruction, children refine and polish their work, taking pride in their final, high-quality '**Hot Write**'.

Handwriting

At Collingwood, we believe that Handwriting is more than just a mechanical skill; it is a fundamental tool for communication and a vital component of literacy. We view fluent, legible handwriting as the key to cognitive automaticity. When the physical act of writing becomes

automatic, children free up valuable working memory. This allows them to focus entirely on the higher-level cognitive demands of writing, such as composition, vocabulary choices, spelling, and sentence structure.

Our ultimate goal is for every child to develop a fluid, effortless, and cursive style that serves as a vehicle for their creativity and academic success. We follow the *RWInc* Handwriting scheme, in-line with our phonics provision. The scheme is split into four stages beginning in Reception and progressing to the end of Year 4. Our handwriting curriculum begins with basic letter formation, progressing systematically through letter 'family groups' and the introduction of initial joins. This leads to the consolidation of joins, ultimately enabling pupils to develop a mature, fluid, and legible handwriting style. Handwriting is taught using daily, systematic instruction in Early Years and KS1, progressing to a minimum of three times per week in KS2.

Spelling

In the Early Years Foundation Stage (EYFS) and Key Stage 1, spelling is integrated into the *RWInc* programme, ensuring that spellings align precisely with the children's current phonic knowledge. Pupils who have successfully completed the phonics scheme transition onto the *EdShed* spelling programme to further develop and embed their spelling skills within their *Read, Write, Achieve* lessons. Spelling is taught systematically and explicitly across the week, moving away from a single, high-stakes weekly test in favor of a highly effective 'little and often' approach. Rather than relying on rote memorisation, our approach focuses on deepening pupils' understanding; children explore the etymology (history and origins) and morphology (structures and word parts) of spelling patterns to build a robust foundation of word knowledge. Each week, lessons are carefully structured to provide regular, meaningful opportunities for pupils to both practice these patterns in isolation and apply them accurately within their wider independent writing. Pupils have access to *EdShed* games at home to deepen their understanding.

Oracy (*Voice 21 Project to begin October 2026*)

By equipping our pupils with a strong command of the spoken and written word, we aim to empower them to become confident, independent learners who can fully participate in society. Using the *Voice 21* approach we ensure that pupils learn *through* talk as well as *to* talk, developing their ability to find their voice, articulate their thinking clearly, and communicate with confidence across the curriculum.

Assessment

Our assessment systems are underpinned by the belief that every child can improve and make progress. We use WAF assessment grids in our writing, which comprises both TAF and National Curriculum objectives (for Year 2 and Year 6). Staff use these to assess pupils' independent 'hot writes'. We track attainment and progress of individual children, groups and cohorts to inform future planning.

To gain a holistic view of pupil progress, reading assessment is informed by a blend of formative and summative data. This includes standardised NFER assessments, RAF objective tracking sheets for guided and whole-class reading, and diagnostic tools such as *RWInc*, *Salford*, and *Launchpad for Literacy* assessments.

Progression

We ensure progress through our tailored '*Progression in...*' frameworks. These frameworks empower staff to deliver a comprehensive, robust curriculum, ensuring knowledge is accumulated progressively and retained deeply.

This policy is based on principles underlying the National Curriculum, up-to-date government directives and advice, the Teacher's Standards, recent educational action research (eg- Dylan Wiliam and EEF) and our own self assessment (SEF) - which outlines what works best for our children in the unique context of Collingwood Primary School.

This policy should be read in conjunction with the Teaching and Learning Policy and the Feedback, Marking and Assessment policy.