Our Mission Statement

Growing • Achieving • Learning • Success
At Hopton, We #CARE

English Policy

Formulated and agreed by staff
September 2026.
Monitored and agreed by the governing body on
_____.

General Policy Roles and Accountabilities The Diocese of Norwich Education and Academies Trust (DNEAT) is accountable for all policies across its Academies. All policies, whether relating to an individual Academy or the whole Trust, will be written and implemented in line with our ethos and values as articulated in our prospectus. We are committed to the provision of high-quality education in the context of the Christian values of service, thankfulness and humility where individuals are valued, aspirations are high, hope is nurtured, and talents released. A Scheme of Delegation for each Academy sets out the responsibilities of the Local Governing Body and Head Teacher. The Head Teacher of each Academy is responsible for the implementation of all policies of the Academy Trust. All employees of the Academy Trust are subject to the Trust's policies

'Let us remember: one book, one pen, one child and one teacher can change the world.' **- Malala Yousafzai**

Our English Vision

English has an unparalleled place in education and in society; it's at the heart of all learning and the key to future success. To become successful learners and thrive in later life, a high quality education in English is crucial.

The children of Hopton Church of England Primary Academy are driven by the Academy's Christian vision and in order to meet the academic and spiritual needs of all, the Hopton curriculum has been designed to ensure that the Academy is a place where all can flourish.

We strive to ensure that all pupils can speak, read and write fluently. Through reading in particular, pupils have the opportunity to develop culturally, emotionally, intellectually, socially and spiritually which will help them to become responsible citizens and participate fully as members of society.

Aims

We aim for our pupils to:

- Provide the children with the Reading Skills and Strategies necessary to develop them into competent, accurate, fluent and independent readers.
- Encourage the enjoyment of books and reading for a purpose and pleasure so that the children develop a life-long love of books.
- Encourage care and ownership of books.
- Understand and use phonics and spelling rules to read accurately.
- Have an interest in words and what they mean; demonstrating an increasing vocabulary.
- Be familiar with a wide range of genres in fiction and poetry, and be able to discuss some of the ways in which narratives are constructed.
- Develop a critical appreciation of the work of authors, poets and illustrators in order to emulate these skills in their own writing.
- Understand and use a range of non-fiction texts.
- Develop an understanding of what they have read by eliciting their responses through the use of questioning.
- Develop higher order reading skills, enabling the use of inference and deduction.
- To understand, empathise and respond to the emotions and feelings that words can arouse within us.
- Use a growing vocabulary with which to engage in 'Book Talk' and 'Writer Talk'.
- Recognise that through reading different genres we can reach a better understanding of other cultures and gain a better understanding of the real world around us.
- Develop suitable language structures and technical vocabulary to articulate their responses both orally and in writing.
- Apply their knowledge, skills and understanding of Reading when writing for a particular purpose and audience.

- To provide a rich and stimulating reading environment both within the class and around the whole school.
- To maintain partnerships with parents as an important part of the Reading Program.

English Spirituality Statement

At Hopton CE Primary School we strive to help children establish their sense of self, their connection to others and the world, and their ability to reflect on life's big questions. Through listening, speaking, reading and writing we inspire pupils to appreciate the beauty, awe, and wonder of would world whilst fostering a love of learning and exploration. This is achieved through reading, writing, drama, and discussions, all while promoting empathy, respect, and a sense of belonging.

Statutory Guidance

STATUTORY GUIDANCE Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: English programmes of study 2014 and in the Communication, Language and English section of the Statutory framework for the early years foundation stage (2021). In the Foundation Stage children should be given opportunities to:

● Speak and listen and represent ideas in their activities;
● Use communication, language and English in every part of the curriculum;
● Become immersed in an environment rich in print and possibilities for communication.
● At Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.
● At Key Stage Two (Years 3-6), children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

1 Reading

1.1 Introduction

At Hopton C.E. Primary School we aim to create a stimulating environment in which children are actively encouraged to enjoy books, and are motivated to want to read independently. We strongly believe that pupils should read effectively for different purposes, should read widely and across all subjects, and acquire the key phonics skills and understand the rules governing the structure of language. Success in reading has a direct effect upon progress in all other areas of the curriculum and is crucial in developing children's self-confidence and motivation.

Our Reading Curriculum embodies: The Statutory Framework for EYFS (2012); Phonics: Letters and Sounds; The seven Assessment Focuses for Reading; The 4 part Guided Reading Lessons; The two dimensions of the programmes of study for reading at key stages 1 and 2 – word reading and comprehension (both listening and reading). Our

Reading Curriculum is also crafted around the needs of the children attending our school and takes into account the ever changing context in which our children grow.

1.2 Accelerated Reader

To support our pupils in developing their reading and comprehension skills, we use *Accelerated Reader*.

Accelerated Reader (or 'AR') is a reading programme that monitors pupils reading growth and promotes both an enthusiasm for reading and an increased understanding of what they have read.

- Pupils take a star reader test each term to assess which level the children should be working at.
- The children choose a book, at the appropriate level, from the section of the library dedicated to AR books.
- Pupils read the book.
- Once they have completed the book, pupils take a quiz on the computer
- When pupils have achieved 80% or above on 2 occasions, they can move up to the next book level.
- We encourage pupils to read regularly and as a general guide we recommend one book per week, however we do recognise that once children start reading larger books they make take a couple of weeks to read these.
- We encourage pupils to also read other books as well and encourage pupils to use the school library, as well as reading other books at home.

1.3 Independent reading

The children are expected to have their current Accelerated reading books in school as there are opportunities for independent reading during the school day. Pupils in KS2 when independent reading will enter what they have read into their Reading Record book. It is expected that teachers will provide daily opportunities for independent reading.

1.4 Shared reading

All classes participate in reading opportunities shared with their teacher in English lessons on a regular basis. This provides an opportunity for children to have reading aloud modelled for them and gives them access to stories and language they would not be able to access otherwise. During English lessons children also have the opportunity to read aloud by sharing parts of texts with the class and reading their own written work to their peers.

1.5 Paired reading

Children will have regular opportunities to read with a partner- either with someone in their class or from a different year group.

1.6 Reading Lessons

We have a whole class approach to reading lessons. It is structured so that each day of the week focuses on a different aspect of the reading curriculum. The four short sessions

are 20 minutes with an extended session once a week which lasts the whole English slot for that day.

- Four short sessions are planned through the national reading curriculum and daily planning is based on a reading VIPERS component: VIPERS is a reading strategy that develops pupils' comprehension skills through six key areas: **Vocabulary**, **Inference**, **Prediction**, **Explanation**, **Retrieval** and **Sequence/Summarise** (Sequence in Key Stage 1; Summarise in Key Stage 2). It provides a structured approach to questioning that helps pupils deepen their understanding of texts and develop critical reading skills.
- The extended Guided Reading session should start with a short lesson/activity linked to the curriculum. After this short activities pupils should be given a longer comprehension piece to allow for stamina for reading/ responding to questions linked to a mixture of age appropriate VIPERS linked questions.

In KS1 short and extended guided reading sessions are marked by the teacher/support staff. In KS2 the short session should be marked by pupils through class discussion and the extended session should be marked by the teacher/support staff.

Through reading lessons, children are introduced to a range of text types including; multicultural stories, poems, rhymes, fairy tales, traditional tales, encyclopaedias, dictionaries, non-fiction texts, picture books and stories by significant authors. Children are taught how to read for meaning and answer questions about texts looking at characterisation and plot.

1.7 Class Reader

Each class will share a picture book or a class reader at the end of each day. This will introduce new vocabulary and be at a standard that would usually be just beyond that of the class at an independent level.

1.8 Library

Choosing and reading books from the library is seen as important in the development of independent reading. We try to make our library as welcoming and inclusive as possible and aim to provide a range of literature suitable for all age ranges, interests and abilities. We use an electronic bar code system for the library which enables us to track the books that children read. Accelerated Reader Books are organised by level and also grouped into 3 colour bandings:

Orange: Lower Years
Yellow: Middle Years
Green: Upper Years

Classes have a library slot each week. Our school library is organised by books which aim to support and challenging pupils' reading abilities (Accelerated Reader/Read Write Inc books); picture books, novels and non-fiction books to instil reading for pleasure/support with research. During weekly library sessions pupils choose a reading for pleasure book, whilst their AR books will be changed as and when quizzes are completed.

2 PHONICS & SPELLING

Our school follows the Read Write Inc. (RWI) learning scheme for phonics and spelling, which is a systematic synthetic phonics programme developed by Ruth Miskin. It is designed to help children become fluent readers, confident writers, and accurate spellers through daily, structured lessons.

Core curriculum aims

The programme aims for pupils to:

- Decode words quickly and accurately using phonics.
- Read common exception words automatically.
- Develop reading fluency and expression.
- Understand and discuss what they read.
- Spell accurately by segmenting words into sounds.
- Write confidently using appropriate vocabulary and grammar.
- Develop correct letter formation and handwriting.
- Foster a lifelong enjoyment of reading.

Typical Year Group Overview

Although schools may adapt timings slightly, a common progression is:

Year Group	Main Focus
Reception	Learn Set 1 sounds (single-letter sounds and simple digraphs), blending for reading, segmenting for spelling, letter formation, early reading books.
Year 1	Secure Set 1 sounds; learn Set 2 and many Set 3 sounds; develop fluent decoding and reading comprehension; prepare for the Phonics Screening Check.
Year 2	Complete Set 3 sounds; increase reading fluency and expression; move from learning to read towards reading to learn; transition to Read Write Inc. Spelling. Most pupils complete phonics by the end of Year 2.
Years 2–6 (RWI Spelling)	Daily spelling lessons focused on spelling patterns, morphology, grammar, vocabulary, proofreading and application in writing. Lessons are typically around 15 minutes per day.

Read Write Inc. Phonics Progression

Reception

- Set 1 Speed Sounds
- Oral blending and segmenting
- Fred Talk (sound blending)
- Reading simple decodable texts
- Formation of letters and simple words

Year 1

- Consolidation of Set 1
- Set 2 Sounds (alternative spellings)
- Introduction of Set 3 Sounds
- Increasing fluency and comprehension
- Preparation for the statutory Phonics Screening Check

Year 2

- Mastery of Set 3 Sounds
- Reading longer texts fluently
- More sophisticated comprehension
- Extended sentence writing
- Transition from phonics to spelling instruction

2.1 Read Write Inc. Spelling (Years 2–6)

The spelling programme builds on phonics knowledge and develops:

- Spelling rules and conventions
- Common spelling patterns
- Prefixes and suffixes
- Word families and morphology
- Vocabulary development
- Grammar and punctuation links
- Editing and proofreading skills

The spelling programme is taught in short, structured lessons that can be taught in approximately 15 minutes each day. Alignment with the National Curriculum

RWI supports the English National Curriculum objectives for:

- Word reading
- Reading comprehension
- Spelling
- Handwriting
- Vocabulary, grammar and punctuation
- Composition and writing skills.

3 WRITING

3.1 Introduction

Our writing curriculum is delivered through *The Write Stuff* approach by Jane Considine. Through carefully sequenced units, high-quality texts, explicit modelling and structured sentence stacking, pupils develop the knowledge, skills and confidence required to become successful writers. The curriculum ensures clear progression from Year 1 to Year

6, enabling all pupils to write accurately, purposefully and creatively while fulfilling the requirements of the National Curriculum.

3.2 Aims

We aim for our pupils to:

- Develop a love of writing and see themselves as successful authors.
- Write with increasing fluency, accuracy and stamina.
- Acquire ambitious vocabulary and use it effectively.
- Apply grammar, punctuation and spelling knowledge within meaningful writing contexts.
- Write for a range of purposes and audiences across fiction, non-fiction and poetry.
- Develop authorial voice, creativity and confidence.
- Build resilience through drafting, editing and improving their work.
- Meet and exceed the expectations of the National Curriculum for English.

Curriculum Implementation

The Write Stuff is structured around:

- **Experience Days**

  Children are immersed in a text, stimulus, drama activity, discussion, video or practical experience to develop background knowledge and vocabulary before writing.

- **Sentence Stacking Lessons**

  Lessons are organised into three learning chunks:

  - **Initiate** – capture imagination and introduce ideas.
  - **Model** – teacher demonstrates writing techniques.
  - **Enable** – pupils apply learning independently.

- **Independent Writing**

  Pupils apply the skills, vocabulary and techniques learned throughout the unit to produce an extended piece of writing.

The Writing Rainbow

The Write Stuff develops writing through three interconnected zones:

Zone	Purpose
Ideas (FANTASTICS)	Generating content and composition ideas
Tools (GRAMMARISTICS)	Grammar, punctuation and sentence structures
Techniques (BOOMTASTICS)	Literary devices and authorial techniques

3.3 Writing in EYFS

In the Early Years, teaching happens outside of the scheme, children are encouraged to attempt their own emergent writing and their efforts are valued and praised. As their phonic knowledge increases, this will be reflected in their writing. At the same time, their knowledge of key words is supported through reading and writing activities, including shared reading and writing.

A wide variety of opportunities are provided for children to engage in writing activities. Amongst these are:

- Shared/Modelled writing
- Role-play (e.g. an office or restaurant)
- Labels
- Recipes
- Lists
- Making books
- Writing letters
- Menus

Through engaging in these activities, children become aware that writing is used for a range of purposes. They distinguish it from drawing, and learn the left to right convention of writing in English.

A variety of resources are used to encourage the development of the fine motor control which is essential for good handwriting. These include playdough, cutting, threading and tracing.

3.4 Writing and ICT

Computing is used as an integral part of our English teaching and learning. We believe that:

- A balanced writing curriculum will include opportunities for children to read and write electronic texts as well as written texts
- The IWB provides a range of opportunities for stimulating literacy teaching and learning
- The use of computers can stimulate reluctant readers and writers
- Word processing is a valuable tool to enable children to redraft, revise and present their work
- Computer activities can provide excellent opportunities for discussion and reflection

3.5 Quick Writes

From Year 1 onwards, pupils take part in a weekly **Quick Write** session to promote writing for pleasure, creativity and writing fluency.

- Pupils are provided with a writing stimulus, which may include a video, picture, story starter, fact file or, on occasion, complete freedom to choose their own topic.
- Pupils have **10 minutes** to write independently, followed by **5 minutes** to read through and edit or improve their work.
- Quick Writes are **not formally marked** by the class teacher.
- Where appropriate, pupils should be given the opportunity to share their writing with the class or a partner if they wish to do so.
- The focus is on encouraging confidence, enjoyment and stamina in writing, rather than producing a polished final piece.

4 Grammar, Punctuation and Spelling

Grammar, punctuation and spelling form an integral part of our writing curriculum and are embedded throughout the teaching of writing using Jane Considine's *The Write Stuff*. Through explicit modelling, guided practice and independent application, pupils learn to use grammatical structures, punctuation and spelling conventions purposefully within authentic writing contexts. The *Grammaristics* component of the Writing Rainbow provides a progressive framework through which National Curriculum objectives are revisited, practised and secured, ensuring that pupils develop both technical accuracy and the ability to make effective authorial choices. Where necessary, discrete GPS teaching supplements writing lessons to consolidate learning and address identified gaps, enabling all pupils to achieve age-related expectations and beyond.

Grammar Moments

Years 1-6 use weekly grammar sessions to address misconceptions, pre-teach or teach to gaps in learning. These take place at least 3 times weekly during early morning sessions or early afternoon sessions.

5 HANDWRITING

5.1 Introduction

Our handwriting curriculum is delivered through the Nelson Handwriting programme. The scheme provides a progressive framework from EYFS to Year 6, enabling pupils to develop accurate letter formation, secure joins, fluency and presentation skills. Handwriting is taught explicitly and regularly, with consistent modelling by staff and opportunities for application across the curriculum. Through a structured progression from mark-making to fluent cursive writing, pupils develop the confidence, stamina and legibility required to communicate effectively in all areas of learning.

5.2 Aims

The Nelson Handwriting curriculum aims to enable pupils to:

- Form letters and numerals correctly and consistently.

- Develop secure pencil grip, posture and letter orientation.
- Write with increasing accuracy, fluency and stamina.
- Master cursive joins and develop a joined handwriting style.
- Present work neatly and take pride in written outcomes.
- Apply handwriting skills across all areas of the curriculum.
- Develop a personal, legible style by the end of Key Stage 2.

5.3 Curriculum Progression

EYFS (Nursery and Reception)

Focus

- Gross and fine motor development.
- Mark-making and pre-writing patterns.
- Pencil control and tripod grip.
- Correct letter and numeral formation.
- Introduction to letter families.

Expected Outcomes

Children begin to:

- Form recognisable letters correctly.
- Write their name.
- Develop consistent letter size and orientation.
- Build the physical foundations required for handwriting.

Year 1

Focus

- Secure formation of lower-case and capital letters.
- Correct formation of digits 0–9.
- Letter families.
- Consistent spacing between words.
- Developing correct posture and pencil grip.

Expected Outcomes

Pupils:

- Form letters accurately and consistently.
- Understand how letters are grouped by formation patterns.
- Begin writing with greater control and confidence.

Year 2

Focus

- Relative sizing of letters.
- Introduction to diagonal and horizontal joins.
- Understanding which letters should remain unjoined.
- Consistent spacing and presentation.

Expected Outcomes

Pupils:

- Begin to join handwriting appropriately.
- Maintain correct letter size and positioning.
- Produce neat, legible handwriting across subjects.

Years 3–4

Focus

- Secure use of joins.
- Increased consistency and legibility.
- Parallel downstrokes and correct spacing.
- Development of writing fluency.

Expected Outcomes

Pupils:

- Use joined handwriting confidently.
- Produce writing that is clear and well-presented.
- Maintain consistent size, spacing and orientation.

Years 5–6

Focus

- Writing speed and stamina.
- Efficient, fluent handwriting.
- Developing an individual style.
- Selecting appropriate writing implements.
- Maintaining presentation standards in extended writing.

Expected Outcomes

Pupils:

- Write legibly, fluently and at an appropriate speed.

- Adapt handwriting for different purposes and audiences.
- Demonstrate a mature and consistent handwriting style.

6 ASSESSMENT

Assessment at Hopton C.E. Primary School is both formative and summative. Teachers use summative assessment to diagnose strengths and areas for development.

The purpose of assessment for learning is to ensure that children are involved in their own progress and are motivated to improve their work. Assessment for learning takes place through the setting of: lesson objectives (WALTs), Success Criteria (Aims), targets, through the use of questioning and through marking and reviewing children's writing. Children are encouraged to reflect on their progress will be involved in supportive peer assessment as well as in self-assessment.

PiXL Assessments are used to assess reading comprehension, spelling and grammar termly for Years 1-6 following the PiXL Assessment Calendar which DNEAT follows as an academy trust.

6.1 Reading

Termly, Reading is assessed using both formative assessment and summative assessment. Pupil's progress is assessed based on Read, Write Inc (EYFS/KS1) and Accelerated Reader using the Star Reader test (Years 2-6), ongoing quizzes and teacher assessment through daily reading lessons linked to the national curriculum objectives. Summative assessments take place using PiXL Reading Assessments.

6.2 Writing and GPS

Every half term Writing is assessed using formative assessment from the assessment grids in the front of the children's books.

GPS is assessed using both formative assessment from the assessment through writing lessons and grammar moments and summative assessment takes place through end of unit excel assessment grids, based on the Herts4Learning writing TAFs. GPS is also assessed through termly PiXL assessments.

6.3 Phonics and Spelling

Phonics knowledge is assessed using Read, Write Inc Phonics assessments conducted by the Phonics Lead. For pupils in years 2 - 6 where children are following the Read, Write Inc. spelling -children complete a PiXL Spelling test at the beginning of every term to assess their progress and identify gaps in spelling from previous year groups to inform teaching.

6.4 Writing Targets

Individual writing targets support pupils in understanding their next steps in learning and enable them to make sustained progress as writers. Targets are based on ongoing

assessment and focus on specific aspects of writing, such as composition, vocabulary, grammar, punctuation, spelling or handwriting. By providing clear, achievable goals, pupils are encouraged to take ownership of their learning, reflect on their writing and develop greater independence, confidence and accuracy in their written work.

Writing targets are marked in the back of the writing books on a Herts4Learning assessment grid. They are dated when set and when achieved, new target will then be allocated.

7 CROSS CURRICULAR LINKS

At Hopton Primary School, English is promoted in all areas of the wider curriculum. In addition to this we aim to provide real purposes and audiences for pupils writing to encourage children's enthusiasm and confidence in English. However, there are times when certain English skills are taught discretely, E.g. spellings.

English contributes significantly to the rest of the curriculum by enabling pupils to: use their speaking and listening skills to discuss and debate issues and concepts; read and understand new vocabulary and relevant texts; and being able to express their topic learning using writing.

8 HOME LEARNING

We value the importance of children's home learning to support their development. For English, children are expected to: look at their spelling log and practice any words that they have found tricky using the look, cover, write, check approach; read regularly (we recommend about 10 minutes for KS1 and between 10 - 20 minutes for KS2); and complete other pieces of English home learning to support the learning in class.

9 PARENT PARTNERSHIP

At Hopton Primary School, we recognise the vital role parents play in developing their children's reading, writing and speaking skills. We actively encourage parental involvement through termly English Cafés, where families can learn about English teaching and share their child's learning in the classroom.

We value the early literacy experiences children bring to school, such as drawing, mark-making and an understanding of the purpose of writing. Parents are encouraged to build on these experiences through everyday activities like writing shopping lists and postcards. Guidance on letter formation, phonics and reading is provided for Foundation Stage parents and is available on the school website.

Parents are also encouraged to support their child's writing development through regular reading, talk homework and extended writing activities at home.