

Dorchester Primary School



Policy for English and Phonics

"Achieving Excellence Together in a Caring Community"

Date of Policy: September 2025

Review Date: September 2028

Statement of Purpose

At Dorchester Primary School, we believe that our central purpose is to provide an inclusive education, giving all children equal opportunities to access all areas of the curriculum, irrespective of differences.

Aims

Through the teaching of English and Phonics at Dorchester, we want to promote high standards of language and literacy, by equipping pupils with a strong grasp of the spoken and written word. We also want to develop their love of literature through widespread reading and enjoyment.

The National Curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar, and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Outcomes

Through the implementation of this policy, all children will be taught the objectives outlined in the National Curriculum (2014).

Children's Experiences

From Year 1 to Year 6, all pupils will have a dedicated daily Reading lesson and Writing lesson. These lessons explore key literacy skills and are a balance between whole class work, group teaching and individual practise. In the Early Years Foundation Stage, the children have daily Phonics sessions, and lots of the learning largely takes place through practical activities, as stipulated in the EYFS Statutory Framework.

Resources

Dorchester Primary School uses the Little Wandle Letters and Sounds Programme to teach Phonics and promote high standards in oral and written literacy. Teachers then use a variety of high quality resources to plan and teach Literacy lessons. A whole school writing progression document is held in house, which outlines the need for small increments in teaching and learning, to ensure good progress. We also use Spelling Shed for the teaching of spelling, and teachers use other online resources to support them in planning units of work e.g. Planpanion for Grammar.

SEN

- The English curriculum should fulfil the needs of all pupils, in line with the Inclusion Policy
- Children on the SEN Register will have work differentiated appropriately, in line with their SEN Support Plan
- Learning Support Assistants will be deployed to further support the learning of all children
- Resources will be chosen carefully in order to match the learning needs of all children, focusing on concrete experience
- In certain circumstances, children with a statement of SEN may have an individualised programme to meet their specific needs

Assessment

Pupils are assessed in a variety of ways, including:

- Questioning, talking, listening
- Self evaluation
- Marking and written/oral feedback to children
- Summative termly assessments
- Statutory SATs
- Tracking and target setting
- Use of National Curriculum performance descriptors for the year group's standards
- Book scans and lesson observations

Home/School Partnership

Parents will be expected to support their child with their English and Phonics Home Learning. They will be encouraged to support the work completed in school, and read regularly with and to their children. Children working on Phonics will work with their parents on their appropriate Phonics Phase.

Equal Opportunities

All pupils will have access to English and Phonics, irrespective of age, gender, race, disability, gender reassignment, sexual orientation, religion or belief. Individual opinions and ideas will be respected and valued.

Monitoring/Role of English Team:

This policy will be monitored by the English Co-ordinator and Phonics Co-ordinator regularly. The Co-ordinators will, in liaison with Class Teachers, Learning Support Assistants, children, SLT, SENCo, Assessment Coordinator and Governors, ensure that high quality English is consistently taught, and a love of language is promoted throughout the whole school setting.

September 2025