Position Statement – English 2026-2027

During the academic year 2026–2027, our main priority for English is to continue to develop high-quality teaching in reading and writing, ensuring that all pupils make good progress from their starting points. Particular focus will be placed on early reading, reading fluency, handwriting and writing outcomes alongside promoting a positive reading culture across the school.

With reference to The Reading Framework: Teaching the Foundations of Literacy (July 2023), we will continue to embed a consistent approach to teaching systematic synthetic phonics through Read Write Inc. (RWI). Regular development days, staff practice sessions and coaching will support the continued development of staff knowledge and confidence. A particular focus will remain on the bottom 20% of readers, ensuring that pupils who are falling behind are identified quickly and receive targeted support through additional phonics teaching, 1:1 tutoring and daily Pinny Time. Half-termly assessments will inform groupings and interventions to ensure pupils make good progress. Fresh Start will continue to support identified pupils in Key Stage 2.

Improving handwriting will be a key focus this year through the introduction and development of Kinetic Letters. This will support a consistent approach to letter formation, handwriting fluency and presentation across the school. Staff training and regular monitoring will support the implementation of the scheme. In Early Years, particular attention will be given to developing gross and fine motor skills, recognising their importance in preparing children for writing. Monitoring of handwriting across the curriculum will help evaluate the impact of the new approach.

Reading for pleasure will continue to be promoted across the school through high-quality texts, regular story times, library sessions and opportunities for children to discuss and share books. We will continue to develop the use of Talk Through Stories and review the Favourite 5 approach to develop children's vocabulary and familiarity with a range of texts. Improvements to the Key Stage 1 library, regular library sessions and links with local libraries will further encourage children's enjoyment of reading. Author visits, poetry performances and whole-school reading events will provide additional opportunities to celebrate reading. We will also review classroom texts to ensure children have access to a diverse range of high-quality literature.

Increasing parental engagement in reading and writing will remain a priority. We will review our home reading expectations and reading reward strategy to ensure consistency across the school. Parent workshops, phonics newsletters and RWI Virtual Classroom resources will support families in helping their children at home. Events such as the Scholastic Book Fair and opportunities for parents to engage in reading activities in school will continue to raise the profile of reading. We aim to increase the number of children reading regularly at home through stronger partnerships with parents.

Writing outcomes will continue to be monitored closely through regular book scrutiny, lesson observations and moderation of independent writing. Particular focus will be placed on writing in EYFS and Key Stage 1, alongside greater depth writing in Key Stage 2. We will continue to develop pupils' ability to apply their spelling, grammar and sentence construction skills within independent writing. Regular moderation will support accurate teacher assessment and identify gaps in learning to inform future planning and teaching.

Developing reading fluency will remain an important priority. Building on professional development through Fluency: The Bridge to Comprehension, we will continue to review and develop our approach to teaching and assessing fluency. Regular fluency sessions across Key Stage 2, extending into Year 2 during the summer term, will support pupils in developing accuracy, automaticity and

expression. Assessment and monitoring will help identify pupils who require further support and evaluate the impact of teaching.