



Castledyke Primary School

English Policy 2026-2028

1. Introduction

At Castledyke Primary, we believe that writing is a powerful tool for communication, creativity, and critical thinking. Our English curriculum, based on the Literacy Tree approach, fosters a love of stories while ensuring purposeful writing development. We use high-quality, diverse literature to immerse pupils in meaningful learning experiences that inspire creativity, critical thinking, and engagement.

2. Aims

Through our Literacy Tree approach, we aim to ensure that all pupils:

1. Develop a love of writing by engaging with meaningful, high-quality texts.
2. Write clearly, coherently, and creatively for a range of purposes and audiences.
3. Understand and apply grammar, punctuation, and spelling in context.
4. Link reading and writing through purposeful, text-driven learning.
5. Explore diverse perspectives through literature, fostering empathy, cultural awareness, and critical thinking.

3. Key Principles & Features

3.1 Book-Centric

- Learning is anchored in carefully chosen children's literature, creating rich, immersive learning environments.
- Texts promote reading culture, curiosity, and engagement.

3.2 Curriculum Coverage

- Writing units ensure full coverage of National Curriculum objectives.

3.3 Meaningful Context

- Writing always has a clear purpose and audience.

- Grammar, vocabulary, and composition are taught in context and applied in real writing tasks.

3.4 “Teach Through a Text” Pedagogy

- The central teaching method immerses pupils in literary worlds to develop comprehension, vocabulary, and writing skills.
- Pupils learn to analyse texts, drawing inspiration and techniques to apply in their own writing.

3.5 Writing Roots

- Daily, structured writing sessions cover composition, grammar, and vocabulary.
- Writing outcomes are purposeful and linked to the studied text.

3.6 Literary Leaves

- Guided reading sessions use connected texts (novels, non-fiction, poetry) to build comprehension, critical thinking, and textual analysis skills.

3.7 Learning That Builds

- Lessons are carefully sequenced; learning is layered to ensure progression throughout the year and beyond.
- Writing opportunities are revisited to reinforce objectives, consolidate skills, and make learning stick.

3.8 Experiences That Inspire

- Pupils are immersed in rich literary experiences that spark curiosity and inspire meaningful reading and writing.
- Drama, debate, and discussion are integrated to explore important themes, giving children a purposeful context for their writing.

3.9 Stories That Matter

- Texts reflect children’s own lives and the lives of others, including diverse cultures, social justice, and contemporary issues.
- Every unit uses carefully selected, award-winning books to spark imagination and deepen understanding.

4. Curriculum Implementation

- **Reception & Key Stage 1:** Emphasis on storytelling, sentence construction, punctuation, and phonics-based writing.
- **Lower Key Stage 2 (Years 3–4):** Focus on paragraphing, varied sentence structures, descriptive writing, and vocabulary expansion.
- **Upper Key Stage 2 (Years 5–6):** Pupils develop more complex narrative and formal writing, incorporating editing and refinement skills.

Lesson Structure:

1. Text Immersion – reading, discussion, and analysis.
2. Modelled Writing – teachers demonstrate techniques using the text.
3. Guided Practice – pupils practise skills with scaffolding.
4. Independent Writing – purposeful, text-based compositions.
5. Reflection & Editing – feedback and self-assessment to consolidate learning.

5. Assessment & Monitoring

- **Formative Assessment:** Daily observation, questioning, and marking.
- **Summative Assessment:** End-of-unit evaluations measuring composition, grammar, vocabulary, and writing objectives.
- Progress is tracked to ensure all pupils consolidate skills and meet curriculum expectations.

6. Inclusion & Diversity

- Writing is differentiated to meet the needs of all learners, including SEND and EAL pupils.
- Texts and writing tasks reflect diverse perspectives and experiences, encouraging empathy and critical thinking.

7. Staff Development

- Teachers receive ongoing CPD from Literacy Tree to enhance text-led writing instruction.
- Collaborative planning, moderation, and peer observations ensure consistent implementation and best practice

8. Home-School Links

- Pupils are encouraged to read and write at home, sharing stories and written work with family.
- Parents are supported with guidance on text-driven learning and literacy engagement.

9. Policy Review

This policy is reviewed annually to ensure it continues to meet pupil needs and reflects best practice in Literacy Tree pedagogy

Approved by: C. Young

Date:05/01/2026

Next Review: Jan 2028