



## English Policy

2025 - 2026

Date written:	September 2025
Date to review:	Annually

### 'The Love of Christ Shines Here'

Our School is Christ-centred where Gospel values permeate our daily lives.

We extend our hand of friendship to the wider community in the spirit of love, peace and justice.

We create opportunities to celebrate the uniqueness of every child and nurture them through a stimulating and enriching curriculum.



## English Policy

### Rationale

The aims of our English curriculum are to ensure that pupils become creative – not just in the texts they read but how they respond, think and change in relation to them. We push pupils to think - What does it mean to me? We want our pupils to read a rich range of wonderful novels, poems, plays and non-fiction texts (including those that relate to other areas of the curriculum). Our aim is for our pupils to become fluent in the different strands of English: reading, writing, speaking and listening – and use it as a conduit to becoming more confident in and achieve more in the other subjects of our curriculum.

### Curriculum Intent

We want our pupils to understand that as we are shaped by language, so studying its use and significance is both important and exciting. We also want them to appreciate that English isn't always English - texts in English come from across the globe and bear witness to the diverse cultures that produced them. We encourage our pupils to respond to the message and not the medium - Literature has always shaped and responded to technological change.

### Curriculum Implementation

English is taught by enthusiastic and committed staff who are reading, thinking, researching and writing too! We model a love of English to our pupils. We teach English using Ready Steady Write across Reception to Year 6. The English curriculum is reviewed in the Summer term of each academic year in readiness for the following year. Learning opportunities are fine-tuned and the Subject Lead works with the Senior Leadership Team of school to identify progress milestones across the various strands of the subject. Teachers ensure progression and repetition of key skills to embed key learning and subject knowledge. The English curriculum is aimed at encouraging pupils to:

- Understand that language is growing, developing and changing.
- Learn the discipline of studying English; it is about difference as well as consensus - disagreements are as fascinating and intellectually engaging as agreements!
- Realise that what you read for pleasure is also part of what you study – it will fuel you as a reader and as a person for the rest of your life.
- Join the greatest, longest conversation of humanity; reading, writing, speaking and listening are sociable skills!
- Produce work in all kinds of different ways: creative work, written reviews, presentations, class-work, discussions, essays, projects

### Curriculum Impact

Formative assessment is carried out on a daily basis in every lesson. Teachers use this assessment to inform their planning and future delivery of lessons. Teachers “walk the class” in every English lesson to provide verbal feedback to pupils and address misconceptions at the earliest opportunity. At the end of each lesson teachers make a judgement as to which pupils need to move on, consolidate or revisit a given skill. Future planning of lessons is guided by these formative assessment judgements.

Termly summative assessment is carried out by staff to measure the progress of students within a year group and across year groups and to identify those pupils who made need extra support. The termly summative assessments are shared with the Assessment Lead and the rest of the SLT of the school. The information provided is used to direct Pupil Progress meetings.



We help our pupils to realise that employers value English graduates: research shows companies value communication, collaboration, critical thinking, independence, adaptability. English teaches these. So encourage our pupils to become an effective researcher, great communicator and active, lifelong learner through the study of English.

Many people in the following jobs have an English degree:

Digital copywriter	Teacher	Web content manager
Editor	Marketing executive	Writer
Journalist	Advertising copywriter	Librarian
Publishing copy-editor/proof-reader	Academic	Public relations officer
Sports commentator	Arts administrator	Social media manager
Learning mentor	Information officer	Records manager
TV presenter	Media researcher	Radio Broadcaster

### THE OBJECTIVES OF ENGLISH

At Our Lady and Saint Philomena's Catholic Primary School we aim for English to promote high standards of literacy by equipping pupils with a strong command of the written and spoken word, and develop a love of literature through widespread reading for enjoyment. We aim to ensure 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.

All English teaching will contribute to skill development in the following areas:

- reading
- writing
- speaking and listening

### THE DELIVERY OF ENGLISH

The delivery of English is in three main areas: Reading, Writing and Spelling, interwoven between these three areas are Speaking and Listening opportunities to ensure that every child has the skills to access the curriculum.

Children are encouraged to work both in groups and as individuals with teachers modelling how to provide positive constructive criticism during the group work. Children have the opportunity to work with a wide variety of materials, resources and tools, including iPads and Seesaw to document Speaking and Listening opportunities.

We recognise that there will be children of different ability in all classes and we provide suitable learning opportunities for all by matching the challenge of the task to the ability of the individual child



through: setting tasks that are open-ended and can have a variety of valid responses; increasing the difficulty of a task if the teacher feels that a child can respond positively to that; provide a challenge in the range of resources offered; offering extra adult support.

## **Writing**

The teaching of writing at our school consists of two dimensions:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

Writing is developed through:

- providing opportunities for collaborative writing
- English Lessons begin with Sentence Accuracy tasks which teach and recap grammar explicitly, these are taught on whiteboards for KS1 and evidenced in books in KS2
- contextualised vocabulary and grammar is taught through Ready Steady Write based on National Curriculum expectations and based on the needs of the pupils. These are applied within cross-curricular lessons in accordance with the Curriculum For English which adheres to the National Statutory requirements for grammar and punctuation
- self-marking and peer marking regularly
- marking which moves the children on within the lesson and addresses misconceptions and the point of learning (see Marking Policy)
- planning, editing and evaluating their writing.
- writing with an awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar

Reading skills are developed through:

- providing a wide range of reading material and opportunities for children to select from this information and entertainment
- use of structured home reading schemes – main scheme in KS2: Collins Big Cat, main scheme in KS1 Read Write Inc
- regular one-to-one reading support for all children who have not yet reached the stage of being able to read independently
- a daily programme of systematic and structured phonics teaching in Early Years, Key Stage 1 and intervention for Key Stage 2 through Read Write Inc Phonics.
- Reading Comprehension is taught through Ready Steady Read Together which explicitly models quality reading via the teacher, choral and echo reading to develop fluency. Children are encouraged to text mark to support them identify answers. Speaking and listening skills are a key focus here too, which in turn develop children's fluency, prosody and comprehension.
- home reading books, once read at least two times (once for skill and a second time for fluency like a story teller) are changed on a regular basis
- Children are able to take home a Reading for Pleasure book which can be from another book band, a non-fiction book or a longer fiction text to read alongside their home reader.

## **Spelling (See Spelling Policy)**

Children need to spell words quickly and accurately. Teachers follow the school Spelling Policy and use CUSP Spelling Programme. Children start to learn to spell learn to spell through Read Write Inc phonics.

## **Handwriting (See Handwriting Policy)**



A fluent, legible and, eventually, speedy handwriting style is developed through daily teaching and practice. (For details see the New Curriculum for English PoS, 2014) Teachers follow the school policy for teaching handwriting (schemes: Twinkl)  
Pens are introduced in Key Stage 2, where children have legible cursive handwriting.

### **Speaking and listening -Spoken language**

At Our Lady and Saint Philomena's Catholic Primary School we ensure the continual development of pupils' confidence and competence in spoken language across the whole curriculum. Speaking and Listening opportunities are given within all English lessons, these opportunities are evidenced on Seesaw. Pupils are given opportunities to develop a capacity to explain their understanding of books and poems, and to prepare their ideas prior to writing. They are assisted in making their thinking clear to themselves as well as to others. Teachers ensure pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils are taught to understand and use the conventions for discussion and debate. They are encouraged to use their philosophical and thinking skills. Teachers should demonstrate the correct use of spoken English at all times.

### **ENGLISH CURRICULUM PLANNING**

The English curriculum is reviewed annually. Each year, English topics are matched to other areas of the curriculum wherever possible

Our long-term planning is the Ready Steady Write Progression through Reception to Year 6, these are then broken down into Episodes of Learning which teachers adhere to for their daily lesson planning. Children work towards writing a final genre piece, but they also work with incidental writes, which ensures that they meet a wide range of genres to read examples of and write in the style of. The English Curriculum map and the Read Steady Write Planning, provide details of each unit for the term and define what the pupils will learn ensuring an appropriate balance and distribution of work across each term. They will also include what teachers should revise from previous years. The subject leader will monitor and review these plans.

Teachers will facilitate individual lessons to specific learning objectives, explaining where each lesson fits in with the rest of the unit and to previous learning in other year groups. Our children are taught in a literacy rich environment where the all-encompassing nature of literacy will be reflected in the cross-curricular links for reading, writing and speaking and listening. The English curriculum draws on a variety of teaching/learning approaches and we strive for a balance between those that concern the child's individual developing use of language and those that concern the knowledge about language and literature. The mode of working in English is a balance between whole class teaching, teacher directed group work and independent working.

### **Cross Curricular Links**

The skills developed in the teaching of English are generic. It is a component of all other subjects. Foundation books, where appropriate, should lend themselves to support the use of writing in genres. For example, information texts in Geography, instructions in Design and Technology, and these opportunities should be planned for and will enable children to apply their skills throughout their learning.



### **Planning**

English lessons are planned using Ready Steady Write, which “empowers teachers to provide high-quality teaching of writing through children’s high-quality literature” by providing high quality planning, resources and annotated greater depth WAGOLLs ( What A Good One Looks Like) Teachers annotate their PDF of Episodes of Learning and use this to feed forward to their next lesson.

### **Displays**

Ready Steady Write displays follow the “Immerse, Analyse, Plan and Write” alongside the planning documentation, within each part of the planning it assists teachers on what to capture and keep on their working wall to allow children to reference this during their incidental writes, planning and writing their end of genre piece. This may also involve the use of a “washing line” as it provides a visual and accessible reference point for students, making key information readily available during writing activities. This should be accessible and be referenced and added to within the lesson, if needed.

### **Extended Writing**

Ready Steady Write offers many incidental writing opportunities through the sequence of lessons, cumulating in a final write of the genre, this will be done in their English Book and clearly referenced as their final genre piece by the learning objective. The end of genre piece should move away from the “walk the room” marking and teachers should spend time to mark these in depth, giving the children clear marking: Highlight green for good, yellow for improvements with these improvements explained or comments written if needed.

Any writing opportunities are independent unless clearly indicated by the learning objective with WS (with support)

### **Learning Support Assistants**

Learning Support Assistants are used in English to assist appropriately by:

- working one-to-one with children, e.g. supporting child with specific requirements or hearing children read
- working with small groups for guided reading; guided writing; shared reading; shared writing, speaking and listening or intervention
- assisting with assessment and feedback on pupil progress.

### **Homework**

We acknowledge and value the effect that input from home has on a pupil’s motivation and attainment. Homework includes:

- reading
- developing sight vocabulary
- learning spellings
- reinforcing class work
- projects that enthuse and inspire

The emphasis in our teaching of English is in extending pupils’ knowledge about language, starting from what children can do, from their positive achievements in language and from the implicit knowledge about language that all children possess. We work together in order to make the learning experience of our pupils as smooth and continuous as possible and as diverse and exciting as possible.



## ENGLISH IN RELATION TO OTHER CURRICULUM AREAS

### Maths

English contributes to Maths with the opportunities to discuss directional and shape language when describing settings or characters. It also enables the chance for children to spell numerals as words.

### PSHE

In English, children discuss their own work and critique the work of others, they share opinions and discuss emotions. All of this contributes to the work that we do in PSHE to promote the notion that we all differ and are diverse. The wide range of genres we learn about and write in the style of allow children to develop thinking like a character or place, to empower their empathy skills. English also affords opportunities for pupils to work collaboratively which helps to develop mutual respect and social skills. We use a wide range of texts to develop a better understanding of different times and cultures.

### Computing

We use technology to enhance the experience of English where possible and appropriate. Children use Seesaw to record their work and showcase it to their peers. Children can use technology to research for a non-fiction genre.

## ASSESSMENT

### Assessment

Assessment is a vital part of planning and teaching English. It is both **formative** and **summative**.

### Formative

Formative assessment, carried out by the class teacher, is an integral part of their role and is used on a weekly basis to inform future planning. It involves identifying children's progress against teaching objectives, determining what a child has already achieved and moving them on to the next stage of learning.

It includes:

- assessment to the learning objective and feedback through verbal feedback
- specific assessment tasks
- tracking those achieving below or above expected outcomes
- on-going phonics assessment



### **Summative**

This provides end of year information on pupils' progress

- all children in Years 1-6 are assessed, by the class teacher, against age related expectations in both reading and writing. (NFER Reading tests used Termly)
- children in Year 1 have their phonic skills assessed through the statutory phonics screening test. Children who do not achieve over a specific mark are screened again a year later.
- Statutory Teacher Assessments in English are set in accordance with legal requirements at the end of KS2 for Year 6
- As children enter Nursery the teacher makes assessments of ability on the Early Years Foundation Stage Profile
- At the end of Foundation Stage children are assessed in line with Early Years Foundation Stage Profile

### **PUPIL VOICE**

Pupils have been involved in the creation of this policy through discussions with the school council. They are involved in the delivery of each genre when teachers explore the pupils' prior learning at the beginning of new or revisited genres.

### **INCLUSIONS AND DIFFERENTIATION**

We respect pupils' unique starting points and we teach English to all children, whatever their ability and individual needs. English forms part of our school curriculum policy to provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties. We strive to meet the needs of all pupils with special educational needs, disabilities, special gifts and talents, and of those learning English as an additional language. We include a wide range of high-quality literature through the use of Literacy Counts but also in Reading Areas to ensure all children feel seen and represented.

When the performance of a child falls significantly outside the expected range and they have special educational needs, we assess the needs of each pupil and take action to enable the child to learn as effectively as possible. Intervention through Quality First Teaching or support plans will be put in place. This may include targets specifically related to performance in English, and the teacher will pay attention to these and other learning targets when planning lessons.

### **Equal Opportunities**

We ensure that:

- all pupils irrespective of gender, race, religion or disability, are entitled to a broad and balanced English curriculum. We have high expectations of all our pupils.
- attainment of boys and girls as well as the achievement of other groups (i.e. SEN, EAL, FSM, LAC) is carefully monitored.
- children access the curriculum at the appropriate level, thus ensuring progression and differentiation
- suitable resources and learning environments will be made available to enable children to access the learning required.

### **Inclusive Provision**

### **Special Needs**



SEN Children (School Action and School Action Plus) have their particular needs recognised and are supported in the classroom by their class teacher who provides IEPs and differentiates work as appropriate.

### **EAL**

We are aware that children with English as an additional language may have specific difficulties and so may require differentiated work and support in order to access the curriculum.

### **Gifted and Talented**

Gifted and talented children are identified, encouraged and challenged to ensure they can maximise their potential.

### **Target Setting**

Children will be involved in the targets setting process through discussions with their teachers. In KS2 pupils and teachers will maintain and regularly update the targets which are kept on children's desk and in KS1 children will be made aware of their targets through a child friendly classroom display. Targets will be regularly reviewed and new targets set as needed.

### **COLLABORATION WITH PARENTS AND CARERS**

We are committed to working with parents and carers in English. We offer support and advice via our school website. Parents and carers are invited in to school periodically to take part in English activities with their children and to develop their own skills.

Parents are given the opportunity to discuss English with their child's teacher through Parents Evenings and annually through a written report. Reporting in English will focus on each child's progress in all areas of the subject.

### **MONITORING AND REVIEW**

Monitoring will happen every half term and will be led by the Subject Leader, another member of the Senior Leadership Team or another appropriate person, e.g. School Improvement Officer. Monitoring will be through lesson observation, learning walks, pupil voice, scrutiny of books, planning and displays.