



ENGLISH POLICY 2025-2026

MISSION STATEMENT

"Our school, our family, modelled on Christ"

English – and especially reading – gives pupils access to the rest of the curriculum and is fundamental to their educational success. But English is so much more than the gateway to success in other curriculum subjects. Through studying literature, pupils' eyes are opened to the human experience; they explore meaning and ambiguity as well as the beauty and power of language. English also has a strong creative and expressive dimension and so is a unified subject across all phases and in all curriculum areas. Explicit instruction and extensive practise is key for our pupils to become proficient at reading and writing.

At St. Mary's, we aim to develop pupils' abilities within an integrated programme of Oracy, Reading & Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

We strive to enable each child to be 'Primary Literate' and:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- have a love of reading
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms- vocabulary is the golden thread that permeates our whole curriculum.
- understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.
- develop the powers of imagination, inventiveness and critical awareness.
- have a suitable technical vocabulary to articulate their responses.

STATUTORY REQUIREMENTS

English at St. Mary's will not only be a daily discrete lesson, but is at the cornerstone of the entire curriculum. It is embedded within all our lessons and we will strive for a high level of English for all. Through using high-quality texts, immersing children in vocabulary rich learning environments and ensuring curriculum expectations and the progression of skills are met, the children at St. Mary's will be exposed to a language heavy, creative and continuous English curriculum which will not only enable them to become primary literate



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but will also develop a love of reading, creative writing and purposeful speaking and listening.

The school will follow the statutory requirements for the teaching and learning of English as laid out in the National Curriculum English Document (2014) and in the Statutory Framework for the Early Years foundation stage and in the Early Years Foundation Stage Profile (2023).

In the Early Years Foundation Foundation Stage children should be given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and possibilities for communication.

At St. Mary's we prioritise the development of communication and language; develop children's early reading using a balanced approach; effectively implement a systematic phonics programme and develop children's capability and motivation to write.

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.

Key Stage 1 marks a crucial stage in children's literacy development. It is during this phase that five- to seven-year-olds transition from effortful decoders, breaking down words into individual sounds, into emerging readers who are able to recognise words on sight and simultaneously comprehend them. To witness pupils beginning to grasp the joy of independent reading and writing for us at St. Mary's is one of the most thrilling developments of childhood. We build on what has been learnt in EYFS and further develop pupils' speaking and listening skills and wider understanding of language; use a balanced and engaging approach to developing reading, teaching both decoding and comprehension skills; deliver a systematic phonics programme; focus on developing pupils' reading fluency; teach pupils to use strategies for developing and monitoring their reading comprehension; enable pupils to use strategies for planning and monitoring their writing and promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling.

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



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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.

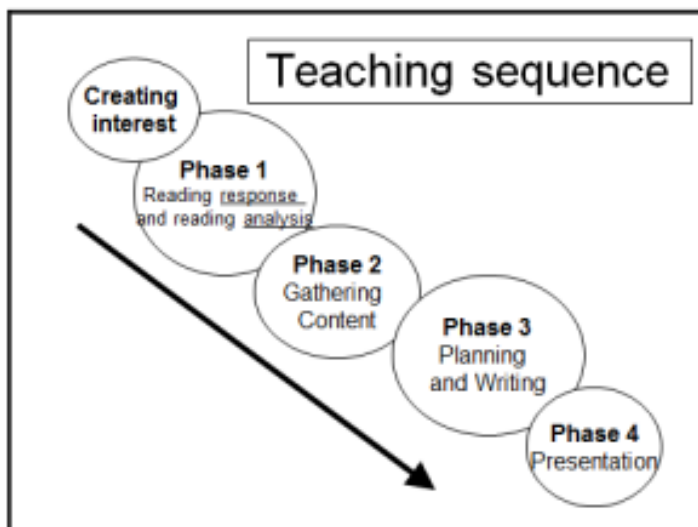
We aim to further build pupil's literacy. We know that Literacy is complex. It encompasses both reading and writing as well as relying on oral language and cognitive processes that underpin use of the written word therefore through our curriculum offer at KS2 we aim to develop pupils' language capabilities; support pupils to develop fluent reading capabilities; teach reading comprehension strategies through modelling and supported practice; enhance writing composition strategies through modelling and supported practice and develop pupils' transcription and sentence construction skills through extensive practice.

Our approach to Curriculum Delivery:

The English Curriculum is delivered using support materials from LPDS (Lancashire Professional Development Service) and resources from Read, Write, Inc.

Literacy sessions are taught each day throughout the school and units of study follow the sequence below:

- **Creating Interest**
- **Reading:**
 - **Reading and responding**
 - **Reading and analysing**
- **Gathering content**
- **Writing**
- **Presentation**





SPECIFIC APPROACHES TO READING

St. Mary's school has a strong focus on developing the child as a reader. Time is devoted to the teaching of reading on a daily basis and across the curriculum.

Shared reading- takes place on a daily basis in Literacy sessions and also across the curriculum.

Guided reading- each class has a dedicated guided reading session for each group. Each class is given the option to decide whether this takes place during or outside the Literacy session. Teaching assistants are also trained for the support and delivery of Guided reading.

Independent reading- Children are given a home reading book as well as having the option to have a library book to encourage independent reading. The school uses 'Accelerated Reader' to assess the children's understanding of texts that they have independently read.

Phonics- each class in Early Years and KS1 has a daily 30 minutes phonics session

Resources – All home reading books are organised according to Accelerated Reader 'Zone of Proximal Development' (ZPD). Each child has an individual ZPD as set by the 'Star Reading Assessment' system on 'Accelerated Reader'. In this way, teachers can ensure that children are reading books suitable for both their age and ability. Library books are organised into fiction and non-fiction and the children have free choice when selecting a library book.

Wider reading – all classes have access to the school library and throughout KS1 and KS2. Our whole school reading spine ensures that the children are exposed to a wide range of literature and our DEAR (Drop everything and read sessions) aim to foster a love of reading and allow dedicated time for reading for pleasure. Each class also has a well-stocked and inviting class library for the children to access and enjoy.

Home Reading- Children are given a home reading book and a reading record in which parents and teachers can communicate. They are encouraged to read at home as often as possible for a sustained period.

Reading buddies- children in KS2 are trained to be 'reading buddies' to children in Y1 and Y2 and time is spent each week listening to their buddy read on a one-to-one basis.



SPECIFIC APPROACHES TO WRITING

Phonics and spelling- in EYFS and in Year 1 daily phonics sessions occur. From Year 2 onwards, spelling patterns are taught on a weekly basis and children are streamed into single age groups for this.

Emergent writing- in EYFS there are opportunities across the curriculum and in its organisation for emergent writing to occur within both the indoor and outdoor curriculum.

Shared Writing, Guided Writing/Independent Writing- is planned for and taught as part of the Literacy sessions.

Extended writing/writing across the curriculum- All classes explore opportunities for writing across the curriculum wherever possible. Teachers also provide regular opportunities for sustained independent writing that can be used for assessment purposes.

Handwriting- handwriting is practised and taught throughout the school. Children are taught their letter joins and the school follows Nelson scheme.

ASSESSMENT AND TARGET SETTING

Reading will be assessed from Y1 TO Y6 using KLIPS materials and an assessment judgement will be submitted to the assessment co-ordinator each term. 'Star Reading' assessment data will also be used to measure and monitor progress and also to identify and set targets for children. In Reception, children are assessed against the ELG's and FS profile.

Writing will be assessed using KLIPS and in Y2 and Y6 Interim writing standards produced by DfE inform summative judgements.

Optional SATS are also undertaken.

INCLUSION

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided. Provision for children with special educational needs and GAT will be clearly identified on teachers planning.



INTERVENTION PROGRAMMES

Intervention programmes in school are delivered each half term and include: Additional phonics- Keep up not Catch Up (RWI), IDL Literacy, Reading booster, Nuffield Early Language Intervention (NELI) and Accelerated Reader targeted interventions.

IMPACT

The impact of the English Curriculum at St. Mary's as set out in this policy on our children is clear: progress, sustained learning and transferrable skills. Children make excellent progress in Reading and Writing given their starting points and attainment at the end of KS2 is consistently above national average.

Due to the rich reading diet children receive, they are fluent, expressive readers with excellent understanding and a highly developed vocabulary. Reward systems and staffs' passion for reading ensures that children develop a life- long love of reading.

With the high quality CPD provided for staff on the planning throughout the 'phases' to carefully map that reading to writing journey being well established and taught thoroughly in both key stages, children are confident writers and by the time they are in upper Key Stage 2, they are familiar with a wide range of genres and teaching can focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills.

As all aspects of English are an integral part of the curriculum, cross curricular writing standards are high and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives. We hope that as children move on from us to further their education and learning that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.

THE GOVERNING BODY

Regular reports are made to the governors on the progress of English provision.

This policy will be reviewed annually or in the light of changes to legal requirements.