English Policy

"Our school is a place where we all come together as one community to learn, have fun and make lasting friendships all under God's love and care"

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Contents

1. Policy aims 2
2. Legislation and guidance 3
3. Roles and responsibilities 4
4. Curriculum and planning 5
5. Inclusion 10
6. Monitoring arrangements 11
7. Links with other policies 11

1. Policy aims

Rationale

Our School views the acquisition of language skills to be of the utmost importance in a child's education, as it is through the use of language that all learning takes place. Language permeates the whole of the curriculum and the effective use of language is crucial to a child's development in every subject in the curriculum. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know.

We acknowledge that the teaching of English underpins and can further contribute to learning across the curriculum, e.g.

- Spiritual, moral, social and cultural development;
- Key skills: communication, ICT, collaborative, improving personal learning and performance and problem solving;
- Promoting citizenship and thinking skills.

With regard to race, culture, gender, social class and ability, it is our aim to provide all children with the best possible learning opportunities matched to their individual needs.

We recognise that literacy skills are vital to communication within school, in public life and internationally. It is our intention to value and build upon every pupil's own experience and knowledge of language, both in English and in other languages, which they bring to School with them. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.' (The National Curriculum in England Framework Document (DfE) 2014)

We have a duty to ensure compliance with the revised National Curriculum and with the application of the new programmes of study and attainment targets. We understand that 'the National Curriculum provides pupils with an introduction to the core knowledge that they need to be educated citizens.'

Our well-balanced curriculum promotes the spiritual, moral, cultural, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of later life. We will develop pupils' spoken language, reading and writing in all subjects and will develop pupils' mathematical fluency.

The Contribution of English to the School's Curriculum

At St Lawrence Catholic Primary School, we recognise the crucial importance of studying the English language. Improved performance in reading, writing and spoken language will enable our pupils to express their thoughts and ideas more fluently, accurately and, ultimately, to their greater satisfaction. This will also enable our pupils to access the other curriculum subjects, while enriching their lives beyond school. Opportunities to develop language and communication are prioritised due to our high numbers of pupils with EAL, many of whom are beginners to English on entry to school. The teaching and learning of language skills are, therefore, given a high priority in our school and where possible the creative curriculum and ICT will be used as tools to enrich the curriculum offer for English.

Our overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. Through teaching, which is never less than good, and more often outstanding, we implement ways of helping our pupils learn more, know more and remember more.

We aim for our pupils to have a love for English, recall and apply taught English knowledge and be competent in the use of their English skills:

- read easily, fluently and with good understanding ;
- develop the habit of reading widely and often, for both pleasure and information;
- have a life-long love of reading which develops our pupils' cultural, emotional and intellectual awareness so they can participate fully in the world around them.
- acquire a wide vocabulary ;
- have a secure 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;
- be able to elaborate and explain clearly their understanding and ideas; and
- be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

At St Lawrence Catholic Primary School, we encourage all children to become independent learners and be confident in all strands of learning. The children will be given opportunities to speak in a variety of contexts and learn to listen to and value the views of others respectfully.

2. Legislation and guidance

This policy reflects the requirements and expectations set out in:

- The National Curriculum programmes of study for English
- The Special Educational Needs and Disability (SEND) Code of Practice 2014
- The Equality Act 2010

3. Roles and responsibilities

3.1 The governing board

The Governors should support the school with the governance of the teaching and learning in English.

3.2 Headteacher

The headteacher is responsible for:

- Building a team of expert teachers who know and understand the processes that underpin learning to read and write
- Providing teachers with the appropriate training and resources so that they can competently deliver the English curriculum
- Creating a stimulating school environment where pupils are exposed to different types of reading material, such as through displays, books and other classroom resources

Senior Leadership Team

SLT to support the delivery of this policy and monitor standards in the delivery of English lessons during observations, lesson visits and monitoring and as part of performance management.

SLT will monitor end of key stage outcomes to determine any areas for development from the Schools Development Plan and School Improvement Plan, which relate to the teaching and learning of English.

3.3 Other staff

English Subject Leads

The English subject leaders are responsible for co-ordinating the teaching of English across the school in order to secure:

- High-quality teaching and subject knowledge of staff
- A coherently planned and sequenced English curriculum
- Consistent assessment and accurate teacher judgements within English and literacy
- Effective use of resources

<u>The subject lead will:</u>

- lead the development of this policy throughout the school;
- work closely with the Headteacher, SLT, the nominated governor, Assessment Leader, SENCO and teaching staff;
- be accountable and monitor standards in this subject area by:
  - auditing the subject area
  - review schemes of work
  - monitoring planning and progression
  - carry out lesson observations
  - scrutinising children's work

- monitoring assessment data
- support teaching staff and provide CPD

- ensure continuity and progression throughout the school;
- devise a curriculum improvement plan for the subject;
- provide guidance and support to all staff;
- provide/lead training for all staff on induction and when the need arises;
- attend appropriate and relevant INSET;
- keep up to date with new developments;
- undertake an annual audit and stock take of resources;
- purchase new resources when required and in preparation for the new academic year;
- manage the subject budget effectively;
- undertake risk assessments when required;

Class Teachers

The class teacher is responsible for the planning and teaching of English in their own class. They are responsible for keeping records of ongoing formative and summative assessments which are to be communicated to the next teacher. Class teachers have a responsibility to regularly assess their pupils and highlight any concerns regarding pupil progress to SLT and SENCO.

4. Curriculum and planning

Curriculum Delivery

- St Lawrence Catholic Primary School follows the statutory requirements as set out in the National Curriculum in England Framework document (2014) for the teaching of English.
- Quality first teaching, the use of differentiation and the support of teachers and assistant teachers ensures that all children receive the quality teaching and appropriate support to access the curriculum for English at their level and to meet their individual needs in order for every child to reach their full potential. Children may receive additional support if necessary outside of the English lessons. Although withdrawal from the classroom is kept to a minimal amount, and quality first teaching is our prime approach, some children may also be withdrawn in order to receive intervention that focuses on the child's more specific individual needs.
- A clear Learning Intention taken from the National Curriculum objectives, are a feature of all English lessons.
- A combination of The Write Stuff, Power of Reading and Talk for Writing approaches are used for many writing units alongside quality texts forming the basis for the planning and delivery of reading and writing lessons.
- Teachers use a Long Term plan which identifies some links between English texts and the wider curriculum subjects.
- Lessons are pitched towards the more able and scaffolds and support are used to help children meet the LI for the lesson.
- Working walls and displays support learning in the classrooms.
- Evaluative marking and verbal feedback is used in line with the Feedback Policy.
- Assessment informs planning and reference is made to the National Curriculum in medium term plans.
- The use of computing enables children to use and apply their developing skills in English in a variety of ways. We encourage children to use ICT as a resource for learning, whenever appropriate.
- We provide a rich and varied experience for pupils to draw on in their writing
- Reading quality texts are used as the starting point of English units.

Approaches to Speaking and Listening

Spoken language

The National Curriculum for English 'reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing.' (English Programmes of Study 2013).

At St Lawrence Catholic Primary School, we recognise the importance of providing opportunities for Speaking and Listening, Drama and role-play. Talk partners are used as a strategy across the curriculum. The Power of Reading Scheme provides many opportunities for talk and reading into writing strategies to be incorporated into lessons such as role-play and drama.

Scaffolds are used to support our EAL and SEN pupils to formulate spoken sentences. Pre and post- teaching of vocabulary also supports EAL/SEND pupils to understand and use the vocabulary which they will come across during lessons.

Aims for speaking and listening:

- Pupils to be competent in the art of speaking and listening (making formal presentations, demonstrating to others and participating in debates).
- Develop as fluent, confident and competent speakers.
- Listen with interest and understanding for sustained periods in order to derive meaning from what others have said.
- Work co-operatively with others and to respectfully listen to the views of others.
- Use speech appropriately for different purposes.
- Adopt appropriate vocabulary, tone, pace and style for a variety of audiences and in a variety of situations.
- Understand the effect of speech on the listener.
- Use talk to develop and express ideas.
- Communicate meaning effectively.
- Follow verbal instructions accurately.
- Understand the importance of good listening and how to respond during discussions, conversations and when information is given or asked for.
- Develop the skills of turn-taking, negotiating and reaching a consensus.
- Appreciate the role of a 'talk partner' and how others can help you to shape and formulate your ideas and opinions.
- Explain their understanding of the books they have read.
- Prepare and orally rehearse their ideas for writing.

Drama

As stated in the English Programme of study, it is essential that teachers plan opportunities for pupils to, 'participate in and gain knowledge, skills and understanding associated with the artistic practice of drama.' As a school we value the impact that opportunities for drama (including role-play, hot seating, tableaux, mime and freeze frame techniques) have on children's writing as a quality stimulus. Opportunities should be found for the development of drama in a variety of contexts as part of English lessons and in other subjects across the curriculum (for example in RE and History lessons). Drama should be used to help pupils to explore and develop their ideas for writing. The Power of Reading Scheme, which we use as a whole- school approach, provides many opportunities for drama techniques such as hot-seating and conscience alley etc. Opportunities are found to observe drama by visiting theatre companies and watching professional storytellers whenever possible.

We aim for pupils to be able to:

- adopt, create and sustain a range of roles
- respond appropriately to others in role
- improvise, devise and script drama for one another and a range of audiences
- rehearse, refine, share and respond thoughtfully to drama and theatre performances
- explore a range of endings to stories through role-play and use these as a pre-writing stimulus
- use a range of dramatic forms to express feelings and ideas both verbally and non-verbally.
- appreciate drama, both as participants and observers.

Approaches to Reading

As a school, our priority is both the teaching of reading skills and the enjoyment of literature to enable our children to become lifelong, confident readers. Teachers promote and value reading as an enjoyable activity and an important life skill.

As children begin to read, we focus on decoding, with phonics as the prime approach in addition to other strategies, e.g. whole word recognition, rhyme and context. As children build fluency, comprehension skills become our main area of focus and questioning looks at skills set out in the National Curriculum for English and to prepare for the content domains for reading. We believe that high-quality literature is key to motivating children to read and instilling in children a love of literature and children throughout the school are read to at the end of each and every day.

Intent:

- **By the end of EYFS**- Pupils will have an awareness of different genres and key authors; enjoy reading; understand the concepts about print; join in with repetitive books and poems; discuss what they have read; and apply phonics as the prime approach to decoding. (see Phonics Policy).
- **By the end of Year 1-** Pupils will enjoy reading a wider variety of authors, books, poems and genres. They should be able to apply their phonic knowledge to sound out unknown words with accuracy and automaticity. This includes reading fluently and accurately, be able to read for meaning and for the purpose of finding answers to their own questions and in response to their own interests. (see Phonics Policy).
- **By the end of KS1-** Pupils will use taught strategies to decode and comprehend unfamiliar vocabulary using strategies modelled to them. Pupils will develop their knowledge of authors and read books from across a range of genres. They will be able to recite a growing repertoire of poems by heart. They will be able to participate in discussions regarding literature with their teachers and peers as modelled by adults. Pupils will apply the skills of the Reading content domains: word reading skills, prediction, retrieving and

recording information, asking and answering closed and open questions, making inferences, making comparisons, discussing vocabulary in context and summarising and explaining what they have read.

- **By the end of KS2-** As above, children will read age-appropriate texts fluently from a variety of genres and with greater independence. Pupils will have a wide vocabulary which will allow them to access a breadth of literature- in-line or above that of their peers. They will automatically use strategies to decode and comprehend unfamiliar vocabulary. Pupils will know a wide variety of authors and have read books from across a range of genres. They will be able to recite a repertoire of poems by heart. They will be able to participate in discussions regarding literature with their teachers and peers. Pupils will be proficient in applying the skills of the Reading content domains.

Implementation: How is Reading taught at St Lawrence Catholic Primary School?

- In EYFS and KS1 all pupils are to undertake guided reading at least once per week with their teacher and have additional reading sessions as part of Literacy lessons.
- In KS2, guided reading takes place 3 days per week. Teachers follow a timetable which includes 3 different sessions that include: guided reading in ability groups with either a Teaching Assistant or with a Class Teacher, 1 reading skills VIPERS session and 1 reading comprehension.
- VIPERS is a whole class guided comprehension where children become more familiar with different question types for different reading skills. It ensures coverage of all the reading content domains and aims to develop children's comprehension skills.
- In EYFS and KS1 notes documenting 1:1 and guided reading should be recorded on the proformas provided by the English Lead and kept in folders.
- Planning reflects the skills covered in the content domains and explicit teaching of the reading Curriculum Objectives through guided reading and English lessons.
- Quality texts are the starting point for all English units which are chosen to reflect a range of literature at an age-appropriate yet challenging level.
- The resources and texts which we provide for the children reflect the backgrounds and interests of our children so that all children can be inspired and motivated to read.
- Texts shared and taught in class are beyond that which a child could read independently.
- Lessons are pitched towards the more able with scaffolding to ensure all pupils, including SEND and bottom 20%, are given the opportunity to meet age related expectations.
- Phonics teaching is purposeful, well-paced and progressive through the Monster Phonics scheme. Pupils make accelerated progress from their starting points and apply their skills to texts which they can read with growing independence. (see Phonics Policy).
- Home reading books are matched to the children's current reading stage and current phonics stage.
- Independent reading material provided within lessons is decodable and well-matched to the pupils' reading ages.
- Pupils are given opportunities to read independently. They engage with texts independently and with peers and adults.
- Pupils have outstanding reading role models at school. Staff value the importance of reading- both for pleasure and for academic progress and attainment. CPD is regularly provided for staff.
- There are many opportunities for our children to see the purpose of reading and be motivated by reading within our curriculum. We have an attractive book corner in every classroom and we celebrate 'World Book Day' every year to inspire and engage the children.

Books that are sent home:

- **Nursery-** From the Spring Term each child takes home a library book that they have chosen from the class library to share with an adult at home. They also take home a 'Rhyme Card' to practise.

- **Reception-** 1 book from Monster Phonics + 1 Library book
- **Year 1:** 2 books from our reading schemes (Monster Phonics and Rising Stars) (1-2 phonics decodable and 1-2 banded highly decodable) / 1 Library book
- **Year 2:** 2 books from our reading scheme (Monster Phonics and Rising Stars) (1-2 phonics decodable and 1-2 banded highly decodable) / 1 Library book (transitioning onto 2 a week when on higher bands) .
- **KS2-** 1 banded book matched to child's reading ability
  Children are asked to read for a minimum of 20 minutes daily. Children can choose an additional book of their choice from the class library. Children are encouraged to choose books that they are interested in and which also reflect their reading level.
  (Children can avail of the Monster Phonics eBooks at home – up until lime book band)

Impact: Assessment of Reading

A child's progress in reading is assessed regularly using a variety of methods. Assessment information is inputted by class teachers into Insight, the school's assessment system, which is monitored by the Assessment and English Leads. Tracking is used to monitor progress, inform planning and identify SEN/ More Able pupils.

- Pupils are assessed during 1:1 reading and in GR sessions with teachers or TAs recording comments about how they have read against the Reading content domain objectives.
- Reading is also assessed each term using NTS assessments (years 1-5) and previous SATS (year 6) which identify strengths and gaps in children's learning.
- Pupils who are being taught phonics are assessed at least once per half term and recorded on the Monster Phonics assessment tracker

Assessment of reading is used effectively to inform planning for progression within lessons, to give feedback to pupils about how to improve, and to inform strategic planning.

Parental Involvement

Parents can play a vital role in the development of English skills. We aim to foster a strong partnership between home and school. Reading records are used as a tool for communication between school and home. Parents provide support for reading, phonics, handwriting, spellings, grammar and various genres of writing that may be set for homework.

Planning

Class teachers plan each unit using the objectives from the National Curriculum 2014 and EYFS framework.

National Curriculum and SPAG links must be included on the MTP. Different writing purposes with a variety of outcomes are taught throughout the year in each year group and are mapped onto an overview document.

Delivery

As a core subject, explicit English lessons are taught daily (minimum of 5 hours per week). Guided reading/Phonics is given high importance and is taught at 9.00am four times per week from Nursery to Year 6.

In addition to the English lesson, children have a Weekly Spelling Test (plus Phonics in EYFS/KS1) and a handwriting and spelling lesson (KS2).

All teachers will keep the objectives of the National Curriculum as the focus of their planning.

Resources

Each class teacher has access to a selection of resources to support the teaching of English for their pupils.

The school has subscriptions to many websites/interactive schemes for use during lessons/ at home

- A range of banded books are available for home and school for EYFS and KS1 including Monster Phonics and Rising Stars
- Monster Phonics Scheme for Phonics, spelling and handwriting (KS1).
- Superhero Spelling Scheme (KS2)
- Monster Phonics eBooks Subscription KS1
- Rigby Star – Guided Reading KS2
- Power of Reading subscription to support planning
- Cracking Comprehension hard copies and online software.
- DFE publications and other published resources.

5. Inclusion

Contribution to Spiritual, Moral, Social and Cultural development

As a Catholic school, we seek to educate the whole child, academically, socially, morally and spiritually, through a curriculum based on Christian principles. Through language and literature, we aim to create the opportunity for children to discover and realise their own potential, enabling them to develop inter-personal skills which respect the opinions of other cultures, religions and ways of living.

Equal Opportunities

At St Lawrence Catholic Primary School, all children are provided with equal access to the English curriculum. The School recognises the dignity of every human person because every child is unique and made in the image of God. Equality of opportunity for every person is paramount and prevents all forms of discrimination on grounds of colour, gender, race, social class or ability. We aim to provide suitable learning opportunities regardless of a child's background.

Provision for SEND, Bottom 20%, Disadvantaged and Most Able Pupils:

At St Lawrence Catholic Primary School, we aim to provide equal access to a broad, balanced curriculum for all our children through effective differentiation. We aim to assist our children through carefully planned, structured activities and where required providing additional classroom support and resources to promote success for all children.

Learning Plans are updated termly to set personalised targets for pupils and to closely monitor their progress, detailing next steps and further support. End of term/year results are used to inform differentiated planning.

The bottom 20% of pupils are tracked closely and regularly. Their barriers to learning are discussed during Pupil Progress meetings and interventions are quickly implemented to ensure that children receive the required support and are making progress to close gaps. These pupils will receive more targeted support.

The SENCO will support class teachers where appropriate to ensure that provision is effective and in place. Intervention is used to support pupils who have been identified at pupil progress meetings.

Supporting EAL Pupils:

We believe that our English curriculum reflects the benefits of the cultural and linguistic diversity within our school. A large percentage of our pupils speak a language other than English at home and this is a skill which we value highly and aim to promote. We also recognise the need to provide extra support for pupils, where necessary, to maximise their access to the English curriculum.

We aim to maximise access to the English curriculum in the following ways:

- Ensuring pupils learning English as an additional language spend most of their time in their mainstream class;
- Planning learning activities which involve practical activities and discussion;
- Promote the use of key visuals within lessons across the curriculum;
- Supporting understanding with concrete items, pictures etc so that understanding does not depend on oral language alone;
- Making effective use of language support staff to support learning, especially during English lessons;
- English Co-ordinators to work closely alongside the EAL co-ordinator/ EAL co-ordinator to support staff;
- EAL co-ordinator to lead regular INSET to support the CPD of teaching staff;
- Teachers to identify strategies for the inclusion of EAL pupils within their weekly planning;
- Making use of themed weeks at school (e.g EAL links during Book Week etc);
- Promoting the use of a child's home language (talk partners/buddies etc).

6. Monitoring arrangements

Quality Assurance to be carried out by English leads twice per year.

English reading and writing moderation to be carried out 3 times per year with English leads and a member of SLT.

7. Links with other policies

This policy links with the following policies and procedures:

- Phonics Policy
- SEN/SEND policy and information report
- Marking and feedback policy
- Early Years Foundation Stage (EYFS) policy
- EAL policy