



Holy Family

Catholic Primary School

English Policy

Approved By:	SLT
Reviewed On:	April 2026
To be Reviewed:	April 2027
Amendment Page 3, 9, 10, 11	April 2026

English Policy

Mission Statement:

'Learning together, praying together, playing together'

Holy Family School is a place that is committed to create challenging, stimulating and effective learning.

We know that God's love surrounds us and we are all valued, gifted and unique.

The Intent of our English Curriculum at Holy Family:

At Holy Family, English is the core of our curriculum. Across each stage of our education in school, pupils are provided with opportunities to develop and apply their spoken and written English within a balanced, inspiring and creative curriculum.

Reading is the master skill of school and we aim to foster a life-long love of reading in all our children, developing avid readers who can access and appreciate our rich literacy heritage. We aim to provide a wealth of powerful reading experiences to fuel our pupil's imaginations and develop their knowledge of the world in which they live. We prioritise the development of reading fluency to ensure that by the end of their primary education, all pupils who are at Holy Family are able to read with confidence, enabling them to be successful in their next stage of education and beyond.

A key aim for our pupils is effective communication of ideas and emotions, both orally and in written form. Spoken language is paramount at Holy Family, forming foundations for reading and writing. By immersing our pupils in high-quality texts and language-rich environments, we aim for our children to be able to describe their world, expressing their views and opinions articulately. We want our children to use discussion and debate to communicate and further their learning across the curriculum, elaborating and explaining their thinking and ideas. We strive to enable all pupils to develop a love of writing and the confidence to explore their imagination, nurturing our pupils' motivation to write with purpose and with pleasure.

We believe that a secure knowledge of the English language is crucial to a high quality education and will give the children of Holy Family, the tools they need to contribute positively to the life of the school, their local community and the wider environment as a member of society.

Statutory Requirements:

The National Curriculum for English aims to ensure that 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.

The school uses the 2014 National Curriculum and the Writing Framework 2025 as the basis of its curriculum planning. In the long-term plan, the knowledge and skill content is outlined and displayed on our school website for each year group. We aim to make use of local resources such as Stainforth Community Library to further enhance Literacy opportunities.

Our curriculum planning is in three phases: long-term, medium-term and short-term.

Our long-term planning maps the National Curriculum statements studied in each year group into the following key areas:

- Speaking and Listening
- Spelling and Phonics
- Reading Key Performance Indicators
- Writing Non-Negotiables
- Writing Genres and Focus Texts (for each half term)

The English implementation leader and the English team devised this plan in conjunction with teaching colleagues in each year group.

Our medium-term plans give further details of objectives covered each week in each half term. Each class teacher is responsible for writing the medium plans for each English journey. These plans list the specific learning objectives and expected outcomes of each lesson. The subject leader reviews these plans. In this way, we ensure that children have complete coverage of the National Curriculum.

High quality fiction texts are assigned to each year group each half term throughout the year. These texts develop our children's bank of well-known authors and classic fiction, whilst keeping up to date with the ever-changing market for children's literature. Wherever possible, all selected texts are matched to support learning in the wider curriculum. Our non-fiction curriculum identifies a range of genres to be covered throughout the year, again with meaningful links between writing and the wider curriculum. Text selection is coherent and cumulative from entry to Year 6 and is consistently reviewed, taking into account the makeup of each class. Children of all abilities have the opportunity to develop their skills and knowledge in all key areas through planned progression built into our long-term plan. We offer children increasing challenge as they progress through our school.

Reading:

Foundation Stage and Key Stage One

In the Foundation Stage and Key Stage 1, we use a balanced and engaging approach to developing reading, integrating both decoding and comprehension skills.

Phonics is taught on a daily basis from Foundation Stage through to Year 2 following the revisit, teach, practice, and apply systematic approach using **Read, Write, Inc.** as its sequence. Children are provided with multiple opportunities to practice applying their phonic knowledge through the use of phonically decodable texts, carefully matched to the needs of the children. Additionally, the Foundation Stage

ensures phonics activities are constantly available for children to use within all areas of provision promoting opportunities for independent revisiting and challenge.

All pupils from the Spring Term in Reception, and through Key Stage 1 take part in daily Book Talk lessons to develop comprehension skills. Varied literary experiences are provided to develop children's understanding of written texts in a range of forms. A focused learning objective is given for each session and children work in small groups according to their ability. Key reading skills are modelled and practised to allow them to become embedded and fluent for children. Teachers and support staff, in Reception and Year 1, will work with different groups throughout the week and all pupils are heard reading by their class teacher at least once a week in these Book Talk sessions. All teachers explicitly teach a strategy check as part of daily Book Talk, making explicit reference to strategies children will use to help them decode and comprehend what they are reading. Pupils are encouraged to explain how they will read new/unfamiliar words.

Pupils in Year 2 will read individually to an adult a minimum of 2 times a week in addition to Book Talk lessons. This may be reading to the class teacher or a teaching assistant. The class teacher will hear each child read individually at least once each fortnight.

Key Stage Two

Book Talk is taught daily in Key Stage Two using a whole class approach. We place great emphasis on the use of whole texts rather than extracts. In Key Stage 2, developing reading fluency is a huge aspect of every Book Talk lesson. All lessons model 'expert reading' allowing children to hear all aspects of reading fluency: expression and volume, phrasing, smoothness and pace. Each class teacher is responsible for providing scaffolding for this process by both reading themselves and using children to model reading fluency. By developing reading fluency, the development of comprehension skills is supported by allowing children to focus on comprehending a text, rather than focusing on decoding and word recognition.

Teachers develop children's comprehension skills by focusing on specific reading skills that children can apply to a variety of texts. Texts are selected in order to extend pupils' reading comprehension capabilities: not too easy and not too hard. We aim to select texts for Book Talk which have ample challenges and opportunities to develop reading comprehension.

Each lesson focuses on developing one key reading skill, although others will naturally be developed within each lesson; these are outlined in the table below. The learning objective is clearly shared with the children at the start of each lesson and the focus reading skill is explicitly referred to. We use the term 'VIPERS' to refer to these key skills as a collective. This term is from Literacy Shed and the reading skills are directly linked with the content domains at Key Stage 1 and Key Stage 2. Teachers are responsible for planning their own questions focused around a central text.

Example Questions	
V	Find a word on Page 28 that means 'with great detail/care'.
I	Why does Fred touch the gourd 'gingerly'?
P	Read up to 'Max was missing'. Predict where Max might have gone.
E	Explain why you think Katherine Rundell chooses to omit the children's ages.
R	How old is Max?
S	Summarise Con and Max's thoughts on the den in three words for each character.

	KS1	KS2
Vocabulary	draw on knowledge of vocabulary to understand text	give / explain the meaning of words in context
Infer	make inferences from the text	make inferences from the text / explain and justify inferences with evidence from the text
Predict	predict what might happen on the basis of what has been read so far	predict what might happen from details stated and implied
Explain	explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	identify / explain how information / narrative content is related and contributes to meaning as a whole identify / explain how meaning is enhanced through choice of words and phrases
Retrieve	identify key aspects of fiction and non-fiction texts, such as characters, events, titles and information	retrieve and record information / identify key details from fiction and non-fiction
Sequence/ summarise	identify and explain the sequence of events in texts	summarise main ideas from more than one paragraph

In Key Stage 2, each child will have their own reading journal to record ideas, vocabulary and written responses during Book Talk lessons where appropriate. Written evidence will not be recorded in every lesson as we recognise the value of promoting speaking and listening skills within Book Talk through partner talk, group talk and whole class discussion. The reading journals will support formative assessment.

Pupils in Key Stage 2 will read individually to an adult twice a week in addition to Book Talk lessons. This may be reading to the class teacher or classroom assistant. The class teacher will hear each child read individually at least once each fortnight.

Reading Room

Holy Family has an inviting and engaging reading room, promoting a love of reading. All children can access this room on a weekly basis and is an environment where children can relax and enjoy reading, providing opportunities for browsing, choosing, reading and reviewing. The reading room promotes authors and books.

Reading is promoted as a vehicle to learn across the curriculum and a wide range of age-appropriate books are used in all class displays to support learning, promote natural curiosity and the acquisition of knowledge.

Reading at Home

All children are encouraged to read at home every single day and have a home/school reading diary which is returned to school daily. This encourages a dialogue between staff and parents to comment on each child's progress (praise and prompts). Diaries are monitored by class teachers and provision is put into place for those children not being listened to at home.

All pupils will follow the core reading scheme (Read, write Inc FS/KS1 and Collins Big Cat KS2) to ensure progression in both word reading skills and comprehension. Children who are learning to read initially will remain on a book which is matched to their phonic knowledge. Those who have passed the phonic screening test will be supplemented with a wide range of texts including those from our main scheme, Read, write Inc, as this is appropriate to their reading ability. This scheme is structured to ensure that children have access to a wide range of texts and allows for pupils to develop their skills within a level before moving to the next level. The class teacher is responsible for recording completed texts on each child's individual record sheet.

In addition to their reading scheme book, all children have access to our reading room, which is well stocked with a range of high-quality fiction and non-fiction texts. Time is allocated to each class weekly to spend browsing the books and selecting a book to take home.

Nursery / Reception pupils have access to quality age-appropriate books that they choose from the Reading Room, which launches a love of books and reading in this first year group. Children in Reception and, if appropriate, Nursery take home a Read, Write, Inc book that is closely matched to their phonic knowledge. Parents are invited to join our Phonics and Early Reading workshops so that we can share strategies that they can use at home.

Assessment for Learning

Assessment for learning is ongoing and reading is assessed in line with the school's assessment policy. Teachers will assess children's word reading and comprehension skills by making informal judgements during Book Talk lessons and hearing children read individually. Reading records and journals may be used to support ongoing assessment and inform future planning. Termly Reading Assessments are completed alongside Salford Reading Tests (termly). Attainment is recorded on O-Track termly. For statutory testing, see the assessment policy.

In Early Years and Key Stage One, the Phonics Leader completes regular phonic assessments and plots children onto our school's phonic tracking grid, ensuring children are grouped appropriately in phonics. For more detail on Phonics assessment, see the phonics policy.

For those children who did not pass the phonics screening test in Year 2, class teachers provide phonic interventions to support acquisition of phonics. Children's progress is assessed and monitored half termly and individual assessments take place sooner if required.

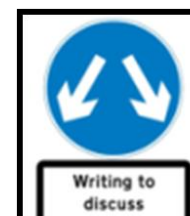
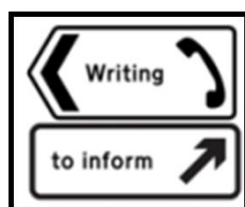
Writing:

A Real Reason to Write: Purpose and Audience

At Holy Family, we believe that consideration of purpose and audience is vital for effective writing. We strive to provide our children with real reasons to write with a clear purpose and audience across the curriculum. Our children write as scientists, geographers, artists, poets and themselves. We believe that when children have a real audience to write for, they develop pride in their work.

We follow the four main purposes of writing:

- To entertain
- To inform
- To persuade
- To discuss



Memorable experiences, such as trips out of the school or visitors to the school are used wherever possible to create a purpose for writing in line with our wider curriculum intent. By considering and selecting an audience, children learn to modify their writing by selecting an appropriate form or genre. Pupils learn the features and conventions of different genres to enable them to do this effectively. Exposure to a rich range of genres and identification of key features supports this.

The Writing Journey

Holy Family's writing journey is guided by the key components of the writing journey recommended in the EEF's Improving Literacy Guidance. Children are guided through the journey of writing and the writing process through careful modelling. The writing journey varies slightly in Key Stage 1 and 2. Over time, children are expected to take increased ownership of this writing journey; however, we recognise that the modelling process is not linear and children will require differentiated levels of support with the process.

Shared writing is essential in our writing journey. Teachers 'think aloud' and speak their internal writer's dialogue, making the decisions made as a writer explicit. Thoughts of the writing process are spoken aloud, posing questions to themselves. We aim to share our 'internal monologue' as a writer to support children's development of his or her own. We model writing 'live', sharing the frustrations and successes involved.

1) Immerse

This is the first stage in our writing process. During this stage, teachers immerse children in the genre and the context in which they will write. Teachers provide different 'hooks' for learning, such as artefacts, videos, class visits, visitors and drama. This captures children interest and imagination and allows pupils to deepen their understanding of the genre and topic.

Within this part of the journey, children will also have the opportunity to develop vocabulary through their senses. For example, through the use of sound clips and smell pots. This vocabulary is then used within the final piece. Vocabulary is built upon using the tier 2 and tier 3 words that are displayed on the Literacy display, which again allows pupils to further enhance their vocabulary choice.

2) Analyse

Reading plays an essential role at this stage in our writing journey. We select texts which provide rich language models and structures from which children can learn how writing works and the effect it can have on a reader. Vocabulary is gathered and displayed at every opportunity at this stage. Children will explore the focus genre in depth: real-life examples of writing are shared with the children – not just 'teacher-generated' models. Structure and styles are discussed and children are encouraged to form their own opinions. This particular stage helps children identify which features they will need in their writing, who their intended audience is and what vocabulary would be most suited to the text/ genre.

At this stage, children generate ideas prior to writing. Children are engaged in a range of pre-writing activities to generate ideas and vocabulary. Talk comes first! Pupils are provided with ample time to articulate ideas verbally before writing.

3) Skills

A range of skills are taught from the year groups specific coverage, which is underpinned by the National Curriculum. Teachers teach one spelling lesson and two grammar/ punctuation lessons that relate to the genre. Children then apply these taught skills to their first draft.

4) Planning

A range of planning formats are used at Holy Family. These will be explicitly modelled and taught at the early stages. As children progress through school and develop confidence as a writer, we encourage children to plan in a way which suits them.

5) Drafting

At this stage, we focus on noting down key ideas in a 'first draft' format. We encourage children to write freely whilst setting out their writing in a logical order. Although accurate spelling, grammar and

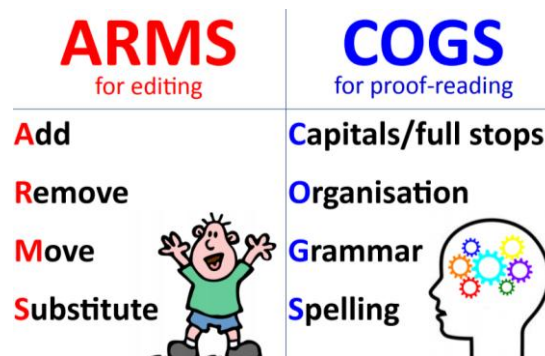
handwriting are important, at this stage they are not our main focus. Focusing heavily on these elements prevents the natural flow of writing. Children will revise their writing at a later stage in the writing process.

6) Revising/ Editing

We encourage our children to share their work at every opportunity to provide them with ongoing feedback. We also encourage partner work and take the time to allow pupils to share, read and edit each other's work. This process is modelled, providing initial support and gradually reducing, to increase the fluency of these skills. Our ultimate aim is for this ongoing process of sharing to become automatic. Children are encouraged to check that the writing goals are being achieved throughout the process. This is done as children re-read their writing or through feedback from adults or peers.

At this stage, spelling and grammar assume greater importance. Children make changes to ensure that the text is accurate and coherent. Changes are made to the writing in light of feedback and self-evaluation along with responding to marking and next steps provided by the class teacher. See marking policy for further details. Children each have a green editing pen, which is used to edit and revise all written work. We accept that at this stage, work may become untidy but this is part of the writing process. Resources are readily available to support this process in each classroom: word banks, dictionaries, thesauruses and working walls. Children are encouraged to use these resources as independently as possible.

We use an ARMS and COGS mnemonic to support children in this revising and editing process:



7) Publishing

After work has been carefully edited and revised with consideration of purpose and audience, we publish our work: this is presenting our work for others to read and enjoy. Although not essential for all pieces of writing, we believe this is an important part of the writing process, providing a strong incentive for children to produce high quality writing. We display examples of writing around school to allow children to feel a real sense of pride in their achievements.

Assessment

Writing assessment is an ongoing process at Holy Family. We use a range of methods to support our assessment of children's writing:

- Peer assessment
- Self-assessment
- Marking of work (refer to marking policy)
- Half-termly independent writing task linked with genres explored

Attainment is recorded on O-track termly. For statutory testing, see the assessment policy.

Spelling, Grammar and Punctuation:

Quality of Teaching

We ensure that the teaching of phonics, grammar and spelling is embedded in context. By reading authentic texts aloud, children hear the patterns and types of language used for different forms and purposes and understand levels of formality appropriate to the intended audience. This teaches them much about the language and grammar structures appropriate for different audiences, purposes and forms of writing.

We encourage our children to appreciate the 'craft' of an author, considering authorial choices and their impact. We provide a curriculum which is rich in rhyme, song and poetry to foster children's phonological development and use shared reading and writing to draw children's attention to the letters, sounds and spelling patterns within words.

Spelling forms a constant and frequent part of our practice. Spellings are taught according to the rules and words contained in Appendix 1 of the English National Curriculum. We use the National Curriculum as a guideline as to which spellings should be taught in which year group. Children learn set spellings each week and have a weekly spelling test to track attainment and identify gaps.

Grammar at Holy Family is not simply the naming of parts of speech or teaching the rules of English. It is strongly embedded in all classroom talk, reading and writing. Much about grammar is learnt naturally and implicitly. However, we teach discrete grammar lessons in addition to these experiences to provide our children with an in-depth knowledge, control and choice in the English language. Once pupils are familiar with a grammatical concept, they are encouraged to apply and explore this in their own speech and writing, recognising where others have used this feature. Grammatical rules and terminology are taught according to the grammar and punctuation set out in Appendix 2 of the English National Curriculum. Grammar lessons feed directly into the writing process, for example, the teaching of reported and direct speech when writing a newspaper report.

Our key principles:

1) Teach grammar in context.

By introducing children to grammatical features and language in context, children internalise these principles.

2) Read aloud and discuss how authors use grammar.

When reading aloud across the curriculum, examples of the particular grammar feature of interest are highlighted and discussed in high quality texts. Children's attention is drawn to real life examples whilst considering the impact on the reader.

3) Be systematic.

Grammar learning is cumulative. Teachers are responsible for establishing prior knowledge of children to ensure knowledge is built upon effectively. New learning is linked with prior knowledge. Elements of grammar are carefully selected to help children become more effective writers of the focus text type.



4) Make learning grammar fun.

Teaching grammar can involve investigation, problem solving and language play as part of developing children's awareness of and interest in how language works.

Assessment for learning

The assessment of spelling, grammar and punctuation is ongoing and continually monitored through the marking of writing across the curriculum.

Teachers place an emphasis on the children responding to marking and children are directed towards minor spelling, punctuation and grammar errors and expected to correct these themselves using 'polishing pens'. If a sentence is grammatically incorrect, a child may be required to respond by re-drafting the sentence accurately. The amount of response work given is at the discretion of the teacher, taking into account the year group the child is in and the ability of the child. See marking policy for further details.

In addition to this, a writing lesson will include an element of grammar, enabling teachers to assess whether children are successfully applying what they have been taught. Opportunities to address any problems or misconceptions are provided through regular development

We also use NFER termly spelling and grammar assessments to track attainment, identify gaps in knowledge and provide intervention for those children that require it.

Quality of Teaching

Handwriting

We believe that accurate letter formation is an essential early skill that forms the basis of a fluent handwriting style. However, we do not solely focus on letter formation. During handwriting lessons, we also focus on the speed of pupils' writing as well as the accuracy through regular and substantial practice.

The development of handwriting is supported by specific and clear feedback. Specific guidance is provided on how to improve, not just telling pupils when they are incorrect. Where possible, handwriting is taught alongside spelling patterns. Teachers and teaching assistants are expected to model joined handwriting at all times both on whiteboards and when marking children's books.



- In Reception, children begin by using soft pencils and progress to HB when ready. Children will begin writing on wide lined paper.
- By Year 1, children use HB pencils and write in fully-lined books. Line guides are introduced immediately for 'published' display work. In Year 1, children are taught to write using pre cursive letters as they can form letters with the correct orientation.
- In Year 2, children begin to use fully lined books. During the first half term, children consolidate writing pre cursively. Children begin to use joined handwriting, for all writing, once their pre-cursive formation is formed correctly using the correct orientation.
- In Key Stage 2, all children use smaller lined, margined books for the majority of subjects. Line guides are used for all display work. When children have developed a neat, fluent and joined handwriting style, children achieve their 'pen licence' and continue to complete all written work in a handwriting pen. This is at the discretion of the Literacy Leader. Once a pen licence has been achieved, children will remain on pen throughout their journey in school unless handwriting deteriorates.






Children have access to specific resources for promoting a correct/efficient pencil grip: a variety of pencil grips, shaped pens/pencils, wider lined books and wider line guides.





Speaking and Listening:

The development of speaking and listening skills (oracy) is at the heart of everything we do. By taking the time to develop speaking and listening skills, we provide our pupils with a strong foundation for reading and writing, developing comprehension and essential skills for effective writing. Across the curriculum, we create and facilitate opportunities for conversation, discussion and talk around learning. We strongly encourage children to be inquisitive and to share their thoughts confidently in a supportive environment.

We encourage our children to be active listeners. By developing active listening skills, we aim for our children to fully concentrate on what is being said rather than passively 'hearing' the message of the speaker. Our children are taught and expected to listen using all the senses, giving full attention to the person speaking. We also aim to develop skilled speakers at Holy Family, modelling and encouraging children to pay attention to volume, pace and the needs of the listener. Each class creates their own discussion guidelines, which are a working document, so that they can encourage high quality speaking and listening.

KS2 Skilled speaking	
	Think about what you are going to say.
	Wait until listeners are ready.
	Speak audibly and clearly.
	Speak in whole sentences and choose words carefully.
	Sit or stand smartly and look at your audience.
	Think, have your listeners understood. Let them ask questions.

Active Listening	
	Not distracting people by moving or making noise.
	Listening to the teacher AND to other children.
	Thinking about what I am hearing.
	Making comments and asking questions.
	Say if I don't understand something, and say <u>why</u> .

Year 3 discussion guidelines	
We will always:	
• respect each other's ideas	
• be prepared to change your mind	
• come to a shared agreement	
• clarify, challenge, summarise and build on each other's ideas	
• invite someone to contribute by asking a question.	
• show proof of listening	

Examples of teaching and learning strategies used to support speaking and listening:

- Setting ground rules for speaking and listening in class
- Use of questioning
- Use of talk partners
- Collaborative work and reporting back following group work
- Structured class discussions and debates
- Expressing opinions and justifying ideas
- Retelling stories
- Listening to and participating in stories, poems, rhymes and songs
- Exploring texts through performance
- Verbally articulate ideas before writing
- Performance poetry
- Role play and drama (conscience alley, hot-seating etc.)
- Presenting in front of an audience
- Taking part in school performances and class assemblies
- Visiting speakers
- School council meetings
- Circle times

Vocabulary Development

We believe that speaking and listening activities are crucial in developing pupil's vocabulary with repeated exposure to new words. Vocabulary teaching is organised, cumulative and rich at Holy Family. We expose our children to a rich language environment with opportunities to hear and confidently experiment with new words. We aim to develop vocabulary in the following ways:

1) We promote and scaffold high quality talk

Adults in school have the responsibility of modelling and promoting high standards of literacy, speaking articulately and modelling the correct use of Standard English at all times. Strategies we use to scaffold high quality talk include rewording children's speech and responses, asking children to expand and elaborate on their answers, and encouraging children to be skilled speakers and active listeners at all times.

We use 'sentence stems' across the curriculum. We want our children to speak like experts in each subject area using subject specific vocabulary (Tier 3). We achieve this by modelling academic talk and sophisticated language.

2) We provide well-planned reading opportunities

In Holy Family, small, daily acts of reading matter. Children have easy access to high quality texts both in the classroom and in the school library. We have a well-resourced and organised reading environment and we seize every opportunity to cultivate a love of reading.

We consider carefully the 'readability' of our chosen texts and the fiction/non-fiction balance across school. We select rich texts to read and share with pupils to introduce new and challenging vocabulary in context. Teachers will read a text before sharing with children and carefully select Tier 2 vocabulary to pre-teach.

See 'Reading' for further details.

3) We teach academic vocabulary explicitly

Although a great deal of vocabulary is learned indirectly, we believe that it is essential to teach some vocabulary explicitly and directly. We achieve this by following Alex Quigley's principals for teaching a new word set out in the SEEC model once a week in each year group. This can take place at any time during the week.

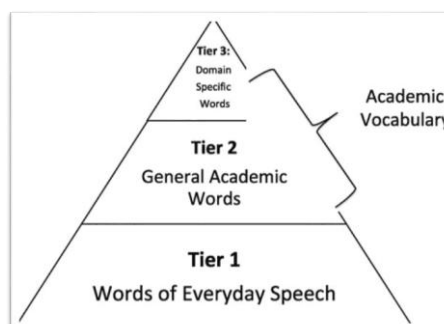


We consider the following questions very carefully before selecting which word to teach:

- Which words are most important to understand the text or topic?
- Which words are unlikely to be part of a child's prior knowledge?
- Which words appear repeatedly in a text or topic?
- Which words are frequently encountered across the curriculum (Tier 2 words)?

We provide a language rich classroom environment

We believe that the classroom environment has the potential to be the biggest resource in vocabulary



development and creating a love of words in our children. Our classroom environments are crucial in supporting vocabulary development and independence.

All displays are current, relevant, updated and referred to. Each display includes key vocabulary for the topic (Tier 2 and Tier 3 words) to support the retention of new vocabulary. New vocabulary is gathered and recorded in each classroom in a range of ways:

- Vocabulary books
- Reading journals
- Word walls
- Word pots
- Class dictionaries

Inclusion:

At our school, we teach English to all children, whatever their ability and individual needs. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see individual whole-school policies: Special Educational Needs; Disability Non-discrimination; English as an Additional Language (EAL).

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. In addition to this, the SEND toolkit is used by class teachers to help scaffold learning to enable every child to reach their full potential. See SEND policy for more details.

Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This helps ensure that our teaching is matched to the child's needs.

Training and CPD:

A range of CPD models are used including whole staff/phase/ TA meetings, peer to peer coaching and individual development. Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or on educational websites. Training needs are identified as a result of whole school monitoring and evaluation, performance management and through induction programmes. The English Leadership Team will arrange for relevant advice and information, such as feedback from courses or newsletters, to be disseminated. Where necessary, the English strategic leaders organise school-based training.

Marking and Feedback

All marking in English books is in line with the whole school marking and feedback policy. Where an objective has been met, it is highlighted in green. If the child needs further reinforcement, then the learning objective is highlighted in pink.

Where a child has made mistakes, they will use green pen to correct their work during the lesson. If a child needs further reinforcement before completing corrections, teachers will ensure that the child's needs are met through a swift intervention. Teachers inform of 'next steps' where appropriate and provide children with opportunities to consolidate/extend their learning.

Monitoring and Review:

The monitoring of the standards of children's work and of the quality of teaching in English is the responsibility of the subject leader (Sarah Wainwright). The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in English and providing a strategic lead and direction for this subject in the school. The subject leader reviews and evaluates the action plan and planning annually. It involves creation of a plan of implementation with regular review.

This policy will be reviewed in April 2027

Date reviewed: April 2026

Reviewed by: Miss Wainwright (Literacy Implementation Leader)