



The Rosary Trust
St Clare's Catholic Primary
School
English Policy

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St Clare's English Policy

Introduction:

At St. Clare's Primary School, we believe that literacy and communication are key life skills. Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners.

Literacy is at the heart of all children's learning and enables children to both communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning.

As literacy is central to children's intellectual, emotional and social development it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

Writing Intent:

- be effective, sensitive, competent communicators and good listeners;
- express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary;
- foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form;
- enjoy and engage with and understand a range of text types and genres;
- be able to write in a variety of styles and forms showing awareness of audience and purpose;
- develop powers of imagination, inventiveness and critical awareness in all areas of literacy;
- use grammar and punctuation accurately;
- understand spelling conventions;
- produce effective, well-presented written work using pre-cursive or cursive writing.
- feel confident speaking in class and be able to clearly explain their understanding and ideas.

Reading Intent:

As competence in reading is key to independent learning, it is given the highest priority at St Clare's. We believe that every child can learn to read with the right teaching and support, and aim to develop word reading, fluency and comprehension through high quality teaching and learning. Furthermore, we aim to instil a lifelong love of reading by engaging and encouraging children to listen to, discuss and read a wide range of quality books.

Planning

Planning for English is based on The 2014 National Curriculum and split into:

- long term planning – annual overview ensuring effective coverage
- medium term plans – termly planning linking into topics and genres
- weekly planning – detailed lesson plans with clear objectives and adapted teaching to support any additional needs

Teaching and Learning:

Foundation Stage (EYFS):-

Literacy and Communication and Language are two of the seven main areas of learning in the Early Years Foundation Stage. These are both Prime Areas of learning. Literacy is split into two aspects; Reading and Writing. The time spent on Literacy is spread across the week through both direct teaching and carpet sessions. English is embedded within the Continuous Provision with opportunities for children to develop and practise their reading and writing skills independently. Reading and writing take place through all areas of the curriculum and can be noticed across the different areas of provision in the indoor and outdoor classroom. English takes place in the outdoor environment where children have access to books and writing opportunities. Activities are planned for to ensure that they enhance, engage and extend the children in their learning. Children are provided with opportunities to see adults modelling writing during focused English sessions. They can then apply the skills that are taught when at an adult led activity or during their independent play. Children are read to throughout the day and read with an adult in the class regularly. The children are read to by an adult on a daily basis during shared reading. Synthetic phonics is also taught daily using a structured programme and assessed half termly to ensure all children 'keep up' and any gaps are quickly identified and addressed.

KS1 & KS2

All children in KS1 and KS2 receive one English lesson per day, which incorporates both reading and writing. English is taught around a main text so the children have full immersion into a book and can fully understand the themes around the text which can be used within their writing. Children in Year 1, receive two daily **phonics lessons** in addition to these sessions. Phonics is recommended as the first strategy that children should be taught in helping them learn to read. It is taught using the synthetic phonics scheme written by Schofield and Simms. St Clare's also subscribes to 'Phonics Play' as an additional resource.

Children in Year 2 – 6 receive daily spelling lessons covering the spelling list for each year group along with the relevant common exception words. The focus is on developing children's understanding of spelling rules and anomalies, rather than rote learning. The Schofield and Simms scheme has been brought in for KS2 which follows the same phonics programme as KS1.

Tier 2 & 3 vocabulary is also taught within English and foundation subjects- building in the relationship of writing across all subjects.

At St Clare's we have adopted a bespoke approach to English based on the requirements we understand that our children have. Hook days begin the start of each new cycle to gain the interest of the children into the text which is an immersive, practical experience. This is followed by English lessons containing elements of reading and writing, retrieval of previous

learning and a shared writing experience to build confidence in the child's own work. A final write is produced and celebrated either by having this mounted on the classroom wall or in the child's own published book which celebrates their writing journey through the school.

Timings

Each fiction or non-fiction unit is taught daily for approximately three weeks but this is flexible according to text or needs of the children. This is set out in the long-term plans for English and ensures a progression of skills throughout each academic year and also between different year groups.

Inclusion

Our English lessons are planned and delivered in a way that supports all learners, regardless of their abilities, backgrounds, or needs. We use a variety of genres from different times, and cultural backgrounds to reflect both tradition and the growing diversity of our school. Our English curriculum has a scaffolded approach to ensure that all children can access the curriculum at their own ability level and achieve their full potential.

Teachers should ensure that:

- * Wherever possible, all children are included.
- * Appropriate adjustments are made for pupils identified with speech, language and communication needs (SLCN) or dyslexia, remembering that around 50 per cent have transitory difficulties, which can be resolved with the right kind of support.
- * Scaffolds are used to support pupils towards the learning objective through the use of resources e.g. word mats, sequencing cards, pictorial representations and other tailored help sheets, pre-teaching of key vocabulary and working in mixed ability groups and or ability groups.
- * While retaining high expectations, teachers should remember that for some children, we may need to broaden the concept of writing to include mark-making in its widest sense and also accept that some children may never write totally independently.
- * Where needed, provide laptops and other technological aids for children with learning and/or physical needs.
- * Where needed, provide additional support such as a teaching assistant or peer response partner, intermediary or scribe. The nature of this support should always be underpinned by the drive to encourage independence.

Assessment, Recording and Reporting.

Writing is assessed using the targets on Sonar as detailed in the assessment policy. The Sonar statements are in the front and rear of the English books for teacher reference and to track individual achievements. Teachers use effective assessment for learning to ensure planning is based on prior attainment and that pupils know what they need to do to achieve

the next steps. Class or individual feedback is given accordingly. Marking is in line with the school marking and feedback policy. Analysis of assessment data is used to inform future planning.

Reading

Daily reading lessons vary across the school. In Year 1, children will experience a mixture of shared and guided reading in a carousel format. From Year 2 – Year 6, reading lessons will be a mixture of carousel guided reading and whole class guided reading. The lessons will focus upon key reading skills such as:

- daily phonics sessions
- decoding
- fluency
- inference
- prediction
- retrieval
- understanding
- weekly visits to school library to choose books for pleasure

The ‘**Salford**’ reading test is completed by each child (excluding those in Reception) three times per year, at the end of each term.

Handwriting

Pre cursive writing is introduced to children in reception. This is developed throughout Key Stage 1 until children become confident with letter formation and writing becomes fully cursive. Handwriting is continually taught in KS2 both explicitly and implicitly using spelling as a vehicle to support both, reinforcing muscle memory and therefore common spelling patterns.

Contribution of English in other Curriculum areas:

Skills that children develop in English are linked to, and applied in, every subject of the curriculum. Children’s skills in reading, writing, and oracy enables them to communicate and express themselves in all areas of their work at school, both in core and foundation subjects.

Monitoring and Evaluation

The English Co-coordinator, SLT and class teachers monitor English. Priorities are identified and addressed by SLT who develop an action plan that may form part of the School Development Plan. English is monitored through lesson observations and dips, book looks, planning scrutiny and pupil feedback.

Resources:

There are a wide range of resources to support the teaching of English across the school. This list is not exhaustive but includes:

- Dictionaries/thesaurus in classrooms
- Wide range of levelled guided reading books suitable for each book band
- Each classroom has a selection of fiction and non-fiction texts
- Weekly library slot