



St. James' CE Primary School, Haslingden

ENGLISH POLICY	
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Growing in God's Love, Learning as we go.

**ENDURANCE FORGIVENESS PEACE
FRIENDSHIP TRUST KOINONIA
THANKFULNESS**

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English Policy

1. VISION

We are a safe, loving, supportive, Christian family which values each child's individuality and uniqueness created in the image of God. We nurture the talents given by God to inspire pupils to achieve and succeed, and foster a sense of awe and wonder of God's world:

- Form foundations of lifelong faith through Gospel values and sincere, meaningful prayer.
- Guide Pupils to determine their own personal moral values, and a respect and understanding of other races, religions and ways of life.
- Develop future citizens who cherish the world in which they live and their responsibilities within it.
- A curriculum which has a breadth of experience and equality of opportunity for all.

2. INTENT

At St James' we aim to inspire our pupils to acquire the necessary knowledge, skills and understanding to become lifelong learners and linguists. We strive to ensure that all our pupils receive a well-rounded learning experience when reading, writing, speaking and listening which will equip them with the fundamental tools to achieve. It is our intention to immerse pupils in the wonders of quality texts to instil a love for reading, a passion for discovery and a confidence to explore their imagination through our Book-Led curriculum.

By the age of 11 we aim for a child to be able to:

- speak, read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- have an interest in books and read for enjoyment
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.
- be developing the powers of imagination, inventiveness and critical awareness.
- have a suitable technical vocabulary to articulate their responses.

3. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Statutory Framework for the Early Years Foundation Stage (2025).

In the Early Years Foundation Stage (Reception) 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 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.

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 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.

THE GOVERNING BODY

Termly reports are made to the governors on the progress of English provision. Our English Governor, also attends whole school INSET as appropriate and visits school.

4. SUBJECT ORGANISATION

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St James' English Curriculum is planned from the National Curriculum 2014. English units, planned around the National Curriculum programmes of study, have been developed to support cross-curricular themes. St James' has a long-term plan of themes for each year group. The Early Learning Goals are used to ensure continuity and progression from the Foundation Stage through to the National Curriculum.

English units are planned following the teaching sequence from reading to writing. Phase one includes creating interest and reading comprehension and response. Phase two includes reading analysis and gathering content. Phase three includes planning, writing, editing and improving, and presenting.

In Foundation Stage and Key Stage One, phonics is taught discretely on a daily basis. Application is planned for throughout the curriculum.

In Key Stage One and Key Stage Two classes, grammar is taught discretely through phases one and two and its application is taught during phase 3. Spelling is taught discretely and application encouraged throughout.

In Foundation Stage, handwriting is linked to phonics and planned for during continuous provision. This includes both child initiated and adult directed activities. In Key Stage One and Key Stage Two, handwriting is taught discretely and applied across the curriculum. (See separate handwriting policy).

English is taught daily in every class and additional tailored intervention is provided for children with gaps in learning. Booster classes are provided for Year 6 pupils in the Spring and Summer terms.

5. APPROACHES TO SPOKEN LANGUAGE

In order to meet the requirements of the national curriculum programmes of study, activities such as speaking, listening, group discussion and drama are planned for at an age appropriate level. Interactive teaching strategies (see Teaching and Learning Policy 2019) are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

Children are encouraged from the Reception class onwards to talk about experiences both in and out of school. Opportunities for imaginative play take place daily in foundation stage and frequently in Key Stage One. Older children are also given the opportunity to discuss and debate more complex issues e.g. the environment or topical items of news. Some opportunity will be given for all children to learn poetry by heart and perform for a range of audiences.

Class assemblies enable every child in school to stand and talk to a large audience of adult visitors. Participating in school plays and school services in school and Church provide more opportunities of a similar nature.

Children are given opportunities to listen to various adult speakers who come into school to share their expertise and knowledge. Learning to ask thoughtful, pertinent questions during and after such visits is encouraged.

Children can develop their speaking and listening skills through the use of ICT. They have the opportunities to record and listen back to recordings of themselves and others and can evaluate speaking performances.

6. APPROACHES TO READING

Reading Intent

At St James', we believe that the teaching of reading is integral to a child's understanding and appreciation of the world around them; a platform that allows our pupils to see beyond what they know, share in cultural experiences and develop the vocabulary they need to express themselves. Our reading curriculum strives to foster a lifelong love of reading. We believe that all pupils should have the opportunity to be fluent, confident readers who are able to successfully enjoy, comprehend and understand a wide range of texts and vocabulary. We want pupils to develop a love of reading, a good knowledge of a range of

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authors, and be able to understand more about the world in which they live through the knowledge they gain from texts.

Reading Implementation

Reading is an important part of our curriculum and is an integral part of all of our lessons. We use reading as a fundamental part of all curriculum planning and development to support and enhance our pupils' reading ability across the wider curriculum and immerse them in a language rich environment.

To achieve this at St James':

- We teach synthetic phonics in EYFS and Key Stage 1 through our daily Read Write Inc. Phonics Sessions. Through this programme, the pupils are taught the essential skills needed for reading. Phonics is taught daily to all pupils in Foundation Stage, Year 1 and Year 2. Its delivery is underpinned by continual assessment, allowing teachers to identify gaps in learning and use this to inform subsequent planning and intervention. The children have reading books which they are encouraged to read regularly at home which match their current phonics level. This enables class teachers to deliver a tailored learning experience for our pupils at St James'.
- We follow an approach of Whole Class Shared Reading working alongside Comprehension tasks in Years 3-6 (Year 2 follow this once completed Read Write Inc. scheme). The primary purpose of the lessons is modelling skills, with assessment secondary. Teachers have access to high-quality text that will challenge all pupils within the group. These lessons are built around the teacher reading high-quality and challenging texts, which are dissected by the group through high-level questioning and discussion. Pupils work on activities that help them to understand new vocabulary and develop their comprehension of the text, ensuring that our pupils are able to make justified responses using evidence from the text. They are also taught to develop their ability to understand the author's intent, connections and links to their own experiences.
- We maximise opportunities for pupils to read through our foundation subjects. These lessons support the teaching of reading whilst increasing pupils' knowledge, understanding and technical vocabulary associated with the subject being taught.
- We have a timetabled Class Read sessions across school. This is an opportunity for all pupils to hear the teacher reading to the class, modelling fluency and intonation whilst helping pupils to get to know and love a range of stories, poetry and information books and extend their vocabulary, comprehension, as well supporting their writing.
- In both KS1 and KS2, our taught English units begin with a reading phase. Pupils explore a wide range of fiction, non-fiction and poetry within this phase as we recognise that reading development is closely linked to that of writing, for it is when given opportunities to reflect upon and discuss the texts they encounter, that pupils truly understand the writing process and are able to write in a variety of styles and forms appropriate for the intended audience
- We prioritise the assessment of reading. Pupils home reading is monitored each half term to assess their reading level, ensuring that pupils are reading the most appropriate books. All pupils are listened to a minimum of once a week. In both key stages, pupils identified as needing additional support with their reading will be listened to a minimum of three times a week. This is to support them in meeting the expected standard in reading.

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-We know that reading for pleasure is beneficial not only for reading outcomes, but for wider learning enjoyment and mental wellbeing. Therefore, we work hard to foster a love of independent reading and build communities of engaged readers. To support this, our library is regularly updated with books, and time slots are timetabled as well as our "Library Café" which is run by our Year 6 Librarians.

-We understand the significance of parents and carers in supporting their pupils to develop both word reading and comprehension skills so we endeavour to build a home-school partnership which enables parents and carers to have the confidence to support their pupils with reading at home.

Reading Impact

By the time pupils leave St James', we aspire that all pupils are fluent, confident and enthusiastic readers, who can recommend books to their peers, access a range of texts for pleasure and enjoyments, as well as use their reading skills to unlock learning in all areas of the curriculum. They have a thirst for knowledge, can read a wide range of genres and confidently participate in discussions about what they have read. They can also read books to enhance their knowledge and understanding of all subjects on the curriculum, and communicate their research to a wider audience.

7. APPROACHES TO WRITING

Writing Intent

The intention of our writing curriculum offered at St James' is to enable all children regardless of their starting point to be successful in their writing journey. This is done through developing opportunities for children to be courageous writers that are able to write efficiently and creatively. We aim to create efficient spellers, who can articulate their views and ideas through the media of the written word. We endeavour to create proficient writers who are immersed in their writing opportunities after being exposed to a rich and varied stimuli for writing. Our intent is to enable all children in our school to be able to communicate their ideas, thoughts and feelings through their own written words.

Writing Implementation

Spelling

At St James', we have introduced a new spelling scheme. This is to address a major gap in skills noticed by staff through writing moderation. The use of interactive and weekly sessions will enable the children to be exposed to their spelling rules and allow them to contextually apply them in a safe environment. Also, misconception and exceptions to rules are taught explicitly to enable all children to accurately understand how to spell their age appropriate word spellings.

Handwriting

We continue to establish our chosen handwriting scheme to enable the understanding and fluency required when performing joined handwriting. It is hoped that through exposure to this scheme we will enable all children to develop fluid handwriting strategies to enable them to write at length and at speed legibly.

Writing composition

Over the course of the last year, we have been developing writing strategies for sentence level understanding. We have developed a sense of sentence awareness and then have used these strategies to

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develop the technical aspects of grammar through child friendly and engaging names. We allow children to develop these sentence types and use a vast array of modelling to show how we can link individual sentences together across a paragraph and multiple paragraphs. Also, we can effectively show how sentence types can be used throughout a variety of writing genres by identifying them in a variety of texts through our reading stage of developing our writing units.

Coded editing/marking

Through our coded editing and success criteria, children experience the opportunity to edit and improve their work by identifying their errors and applying their knowledge of all the above elements of writing. Teachers use codes for errors and the children then find their own errors and edit using their purple pens thus showing an understanding of the elements taught.

Writing Impact

The impact of our development of writing has improved outcomes for teachers and children in school.

Teachers now feel more confident in the delivery of their grammar due to the use of weekly skill challenges. They have a reference point as to where they can go to find engaging writing activities that fundamentally teach the children in their class the grammar coverage for each year group. Teacher's workload has been heavily reduced due to the new spelling scheme, having all resources already available saves teachers time but also ensures outcomes for children as well. We are hopeful that the continuation of the handwriting scheme will see a development and improvement of handwriting across school.

The children are able to articulate what type of sentence has what grammatical function. The children are now becoming more proficient when using these sentence types and are now showing deeper understanding through editing and improving by identifying their own errors when using these sentences.8.

8. PHONICS

Aims

At St James' we aim to:

- Ensure progression of reading skills across the school.
- Inspire pupils to read through exciting shared experiences.
- Develop a clear understanding of the structure and language features associated with different text types.
- teach pupils to decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills.
- teach pupils to read 'tricky' words on sight.
- teach pupils to understand what they read.
- teach pupils to read aloud with fluency and expression.
- teach pupils to spell quickly and easily by segmenting the sounds in words.
- develop a love for reading.

Teaching and Learning

Our pupils learn to read and write effectively in KS1 using the Read Write Inc. Phonics programme. The programme is for pupils in Reception to Year 2 who are learning to read and write.

In Read Write Inc. Phonics pupils:

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- decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- read common exception words on sight
- understand what they read
- read aloud with fluency and expression
- write confidently, with a strong focus on vocabulary and grammar
- spell quickly and easily by segmenting the sounds in words
- acquire good handwriting

In addition, children are taught to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge.

Pupils are grouped homogeneously, according to their progress in reading rather than their writing. This is because it is known that pupils' progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed.

Progression of Skills

In Reception, the alphabetic code is emphasised. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings – common exception words.

The books that children read are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils; they are soon able to read these texts for themselves.

Embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences. Children are encouraged to compose each sentence aloud until they are confident to write independently. Children write daily.

The aim for each child is that they complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at the own interest and comprehension level.

Assessment and Outcomes for Children

All children are assessed following Read Write Inc. Phonics using the Entry Assessment which allows children to access the programme at the correct level.

Children are assessed daily by staff members and daily intervention ensures that any gaps in the knowledge are filled.

All children are assessed on a half termly basis to ensure that they are making sufficient progress.

Equal opportunities and Special needs

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All children must have the opportunity and the encouragement to reach their full potential regardless of race, creed or sex. Children who need additional support are given this during lessons and during interventions which take place daily.

Resources

Phonics resources are stored in classrooms and in the school stock room.

Home reading

All children are provided with a home-school reading book which follows the Read Write Inc programme.

Library

Children are given the opportunity to choose a book from the school library on a weekly basis.

9. CROSS-CURRICULAR LITERACY OPPORTUNITIES

As well as the planned third writing outcome, additional opportunities will be provided for the children to write across the curriculum.

10. THE USE OF IT

Opportunities to use IT to support teaching and learning in English will be planned for and used as appropriate.

11. ASSESSMENT AND TARGET SETTING

Work will be assessed in line with the Assessment Policy. Teachers use KLIPS and LAPS to support their summative and formative assessments throughout the year and set appropriate targets for pupils.

12. INCLUSION

We aim to provide for all children to reach their maximum potential in English. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. More able children will be identified and suitable learning challenges provided.

INTERVENTION PROGRAMMES

Fast track phonics is used in Year 2 for children who did not achieve the expected standard in the Year 1 phonics screening test.

Tailored intervention is provided for phonics in Key Stage Two for children who are not secure in phase 5. This is provided on a weekly basis and children are grouped according to ability.

For children who are not meeting the expected standard in English in their year group, tailored intervention is provided in both Key Stage One and Key Stage Two. This takes place three times a week and follows the phases of the English teaching sequence.

EQUAL OPPORTUNITIES

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. Please see equalities policy.

13. ROLE OF SUBJECT LEADER:

The Subject Leader is responsible for improving the standards of teaching and learning in English through:

Monitoring and evaluating English:-

- pupil progress
- provision of English (including Intervention and Support programmes)
- the quality of the Learning Environment;
- the deployment and provision of support staff

Taking the lead in policy development

Auditing and supporting colleagues in their CPD

Purchasing and organising resources

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Keeping up to date with recent Literacy developments

14. PARENTAL INVOLVEMENT

At St James' CE Primary School we believe that parents play a vital part in their child's education and as such, we attempt to involve them at every level of their child's learning in English.

15. CONCLUSION:

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

Handwriting Policy

Teaching and Learning Policy

Assessment and Record Keeping

Responding to pupils' work / Feedback / Marking policy

Special Educational Needs Policy

Computing Policy

Equal Opportunities Policy

Health and Safety Policy