St Paul's
C of E Primary School

A place to belong

English Policy Overview

Headteacher:	**Christie Clarke**
Member of Staff Responsible:	**Charlotte Hughes**
Reviewing Committee:	**Curriculum**
Effective Date of Use:	**6th October 2025**
Term of next Review:	**Autumn 2026**
Non Statutory Policy	

St Paul's C of E Primary School

A Place to Belong

Our Christian Vision

Our school is a family where everyone feels safe, happy and valued, and is supported to achieve their full potential.

We will develop compassionate and caring individuals who depend on one another, are highly motivated, and have a life-long love of learning in preparation for the future.

Our Core Values

All that we do is underpinned by the core Christian values of *Family (Koinonia), Compassion, Perseverance and Forgiveness*

"Though we are many, we form one body, all joined together as members of the whole. We each have different gifts, according to the grace given to each of us. We must use them wisely."
Romans 12:5-8

English Policy Overview

Writing Aims

- To nurture and develop confident and creative writers.
- To provide a stimulating and challenging range of teaching and learning experiences and environments which present opportunities for acquiring knowledge, skills and understanding of grammar and punctuation.
- To provide opportunities for the development of creativity through writing across the curriculum and give children real purpose opportunities for writing.
- To provide a model for the process in our own writing using working walls.
- To set writing tasks which have a clear and immediate purpose and intended audience.
- To teach spellings, making connections between words containing the same visual spelling pattern, exploring families of words and efficient use of dictionaries, glossaries and appropriate subject vocabulary.
- To provide the skills for encoding and ensure opportunities for children to practice these.
- Provide writing frames, engaging stimulus and word banks to support less confident pupils.

Reading Aims

- To develop a love of literature that includes the multitude of genres and a wide range of authors that are promoted through various areas and resources throughout school.
- To be confident in their own reading and to share with others their love of books.
- To provide a wide range of opportunities for reading, linking this to everyday life situations.
- Read with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- To understand the sound and spelling system (phonics decoding) and use this to read accurately.
- To evaluate and justify their preferences.
- To develop powers of imagination, inventiveness and critical awareness.

Teaching methods

In Foundation Stage we will provide:

- A systematic and synthetic phonics programme through Little Wandle Letters and Sounds Revised.
- Read whole class texts that immerse children in language to then utilise phonics decoding and encoding and show their understanding.
- Daily physical development opportunities, vital to progression in writing, across all areas of provision.
- Recognition and value of early forms of mark-making.
- Formal handwriting sessions to promote the use of cursive script, which is also modelled in writing sessions.
- Daily opportunities for writing and reading that can be accessed by all children in provision areas.

In Key Stage 1 we will provide:

- A continuation of Little Wandle Letters and Sounds Revised programme.

- A continuation to read whole class texts that immerse children in language to then utilise phonics decoding and encoding and show their understanding.
- A continuation of daily physical development opportunities across all areas of provision.
- A continuation of taught sessions practicing cursive handwriting and modelling through writing sessions.
- Opportunities for shared, guided and independent writing and reading.
- Opportunities for extended writing, based on experiences and prior skills that offer real purpose opportunities.
- Links across the curriculum and real purpose opportunities for writing.
- Opportunities to participate in role play and speaking and listening activities, to enhance their creative flair and writing skills and access different reading genres.
- Guided Reading sessions that are differentiated to match the range of abilities.

For more information on Reception and KS1 Phonics and Reading, please refer to the school's Phonics and Early Reading Policy.

In Key Stage 2 we will provide:

- Opportunities for applying writing skills across subjects.
- Teaching of phonics, spelling and handwriting to support reading and writing and encourage speed and accuracy.
- Opportunities for shared, guided and independent writing.
- Opportunities for extended writing based on topics, experiences and whole class texts.
- A combination of Whole Class Guided Reading and Guided Reading sessions that are differentiated to match the range of abilities.

<u>Assessment and monitoring</u>

Children are given oral and/or written feedback about their writing, in order to help them develop specific aspects of it further, aiding progression. Time must then be given for the children to read and respond to this feedback. All feedback is in line with the school's Marking and Feedback policy.

Summative:

All staff will assess children for Reading and Writing each term based on the Year Group Expectation statements, entering data through DC Pro (3 times per year). NFER assessments for Reading and Grammar will be completed 3 times a year in Autumn, Spring and in Summer. Year 2 and Year 6 will use past papers for their assessments. Writing will be assessed once every half term.

Phonics assessments will take place every 6 weeks as outlined in the Little Wandle programme.

Formative:

On a weekly basis staff will read with children and ensure next steps for learning are developed and planned for.

Feedback to Parents:

General updates on a child's progress will be given to parents in a variety of forms including letters home, informal discussions with the class teacher at the end of the day and an academic overview at parent-teacher interviews during the Autumn and Spring terms. All children are provided with a Reading Record that teachers and parents are encouraged

to write in, which can act as communication regarding a child's reading progress. Parents will also be provided with a written report about their child's progress during the Summer term every year. These will include information on pupils' attitudes towards English and their progress. An opportunity will be provided for parents to discuss this report with the relevant teachers.

Identification of children who are not making progress

This identification comes from three sources: the class teacher, the English Coordinator and / or the SENCO. Early interventions will be identified through formative assessments by the Class Teacher and SDI's (Same Day Intervention) will be used for plugging gaps that day. If further intervention is necessary these will be arranged by the class teacher. Discussions will also take place in the form of Pupil Progress Meetings to determine any reason for a child/group failing to make sufficient progress following interventions already put in place by the Class Teacher.

Monitoring and review

The English Coordinator will also look for evidence of the progressive and challenging teaching of writing and reading, resulting in pupil progress, through book looks, learning walks and lesson observations. Constructive feedback will then be provided to all members of staff. The English link governor will also take part in Learning Walks with the subject leader to review and monitor the teaching and assessment of English in school, providing a written report of their visit, which is presented to the Curriculum committee.

Table of Changes

Review Date	Reason for Change
September 2025	Removal of '**Structure of English Delivery based on whole class text'** section Under '**Assessment and monitoring'** there is now reference to the school's Marking and Feedback policy. In **'Monitoring and Review'** there is mention of the Link Governor contributing to Learning Walks and monitoring.