

# **St Paul's Church of England Primary School Oswaldtwistle**



“Don’t let anyone look down on you because you are young but set an example for the believers in speech; in conduct; in love; in faith and in purity.” (1 Timothy 4:12)

✓

## **English Policy**

**June 2025**

**To be agreed by Governors: Nov 2025**

## **Aims**

We aim to develop pupils' abilities within an integrated program of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

As they leave St. Paul's, we aim for children to be able to:

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

## **Statutory Requirements**

Our Literacy units are taken from the Lancashire Talk scheme which has been developed to meet the requirements of the National Curriculum 2014.

***In the Foundation Stage (Reception), children are 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
- begin to read and write independently and with enthusiasm
- 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
- read a range of texts and respond to different layers of meaning in them
- explore the use of language in literary and non-literary texts
- learn how the structure of language works

## **Subject Organisation**

The English Curriculum is delivered using the Lancashire Talk scheme. The Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum.

Long term plans (based on Lancashire Talk Programme) ensure coverage of the narrative, non-narrative and poetry units for each year group. Weekly planning identifies which objectives are being taught, the texts used and tasks to achieve these objectives.

Child initiated activities, storytelling, Talk for Writing, talking about their own experiences and ideas, drama and improvisation provide a sound base for English lessons at Foundation Stage and are developed throughout Key Stage One and Two. All English lessons ensure that children are engaged in a variety of activities.

Teaching and learning styles incorporate: direct instruction; group collaboration; paired work; practical activity; performance; individual research and investigation; along with other appropriate strategies which all encourage effective learning through language.

Such is the importance of language to effective learning that this variety will be encouraged across all subjects and aspects of the curriculum. A wide range of resources (big books; picture books; stories; sound and film clips; fairy tales; myths; legends; poetry; nursery rhymes; songs; non-fiction; magazines; comics; and multicultural resources) are used to help children discover and explore the rich variety of linguistic experience.

In addition to this, the teaching of vocabulary is embedded throughout the key stages and is included in weekly planning to ensure language acquisition remains a priority within English lessons and across the wider curriculum (e.g. 'Word of the Week', whole class book talk and vocabulary exploration). Knowledge Organisers, which are shared with pupils and parents, for each subject include the new vocabulary children are expected to know.

### **Time Allocation**

In both KS1 and KS2 there is a daily, hour long, English lesson. In the Foundation Stage, English is taught through daily input and continuous provision.

In addition to this, in KS1 and Foundation Stage, daily (20 minute) Phonics lessons take place where children are organised according to their phonics needs. In KS1 and KS2, explicit spelling lessons are taught outside of the English lesson (a minimum of four times per week) and spellings are tested on a weekly basis.

### **Speaking and Listening**

To develop effective speaking and listening pupils should be taught to:

- Use, with increasing confidence, the vocabulary and grammar of Standard English.
- Formulate, clarify and express their ideas.
- Express themselves in a variety of situations using language which is appropriate to their needs and the intended audience.
- Listen, understand and respond appropriately to others.

The four strands of speaking and listening: speaking, listening, group discussion and interaction and drama are developed in literacy lessons but also throughout the extended curriculum. Interactive teaching strategies 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.

## **Reading**

To develop as effective readers, pupils should be taught to:

- Extend and develop as readers throughout their time in school.
- Read for purpose and pleasure so that they enjoy reading a variety of texts and become enthusiastic readers.
- Master their initial reading skills so that they become independent readers with the knowledge and experience of a wide range of reading strategies.
- Read a range of texts accurately, fluently and with understanding.
- Find out the information they need in order to research and answer the questions of others.
- Understand and respond to a wide range of books and media texts on paper and on screen.
- Understand the variety of written language, and the differences between fiction and non-fiction.
- Improve their abilities to read, analyse and evaluate a wide range of texts, including literature from other cultures and traditions.
- Develop higher order reading skills, enabling the use of inference and deduction.

Shared reading takes place at the beginning of each English unit and may take the form of big books, interactive white board texts or individual texts.

Guided reading in KS1 and EYFS takes place daily outside of the Literacy lesson. The children work in small groups, using a carousel of reading activities which include: pre-reading of previously taught phonemes and tricky words; reading to the teacher or teaching assistant and answering focused reading domain questions; responding to the text; and individual reading.

In KS2 classes, whole class guided reading takes place twice weekly for 45 minutes outside of the Literacy lesson. In the first session of the week, the text is introduced, new vocabulary taught and explored before the class teacher models the reading of the text. Following this, the skills of reading (outlined in the National Curriculum KS2 test domains) are practised and taught through the use of VIPERS. The children respond individually, in pairs or in groups. This may be verbally or in writing, rehearsing their answers and using answer stems/scaffolds provided by the teacher. In the second session, to begin, the teacher will return to the newly taught vocabulary to assess the children's understanding. Then the children will read aloud the text (the whole class together, individuals reading aloud and/or in pairs to each other) in order for the class teacher to address any fluency issues. Following this, the focus VIPER (reading domain) for that week will be taught. The children will then complete an activity linked to the taught domain in their reading journal. All reading domains will be taught throughout a term with a heavier focus on vocabulary, retrieval and inference. A variety of texts (fiction and non-fiction) will be covered half-termly and an image or film clip will be used at least once each half term.

## **Home Reading**

Every child takes part in the Home Reading Scheme, which in KS1 is in line with the phonics stage they are working within. Home reading records are monitored by teaching and support staff to encourage regular reading and a reading awards system is operated in all

classes; children receive badges and certificates (as part of our Celebration Worship) when they have read a certain number of books. Key stage leaders send a reminder text, weekly, to the parents of those children who have not read or returned their home-reading book. Children also borrow books weekly from the school library and take part in visits to the local library where they are encouraged to become members. See Homework Policy for Home reading expectations.

Every classroom has an attractive and creatively designed reading area which encourages an interest and enthusiasm for reading and develops vocabulary. Reading material is varied and includes materials of interest for all. Pupils are involved in the selection of texts to read for pleasure within their classroom. Each year group has a selection of non-fiction texts linked to the topics studied within that class throughout the year. In order to keep up to date with news events, First News is available to children in Upper KS2. Picture News is shared with children in classes and at lunch time to encourage discussion and debate topical issues.

### **Writing**

To develop as effective writers, pupils should be taught to:

- Express themselves clearly and precisely for enjoyment.
- Use knowledge acquired from their range of reading texts to model their writing in the style of different authors and in different genres.
- Demonstrate their understanding of how writing enables them to remember, communicate, organise and develop their ideas and information.
- Write for an increasing range of purposes, matching their language to the needs of the appropriate audience.
- Understand the appropriate use and purpose of an increasing range of written forms on paper and on screen.
- Develop ideas and communicate meaning to a reader, using a wide-ranging broad vocabulary and effective style.
- Write neatly with accurate spelling and expression.

Shared Writing, like shared reading is an important part of English lessons. During shared writing the teacher will demonstrate /model how to write different types of texts.

Children are expected to produce an independent piece of writing at the end of each Literacy unit, using the skills taught within that unit. Independent writing opportunities also take place within the wider curriculum, following enrichment activities or linked to class reads. Short writing opportunities are planned for within the Reading phase of each unit as well as in other curriculum areas.

### **Grammar, Punctuation and Spelling**

Grammar and punctuation skills are taught in English lessons during the grammar warm up. This is then applied during the writing phase. Within each English lesson, there is also a brief revision of key skills. These may be from previous year groups or earlier in the school year and often take the form of proof-reading and editing or dictation activities. Spellings lessons are timetabled and taught separately, following the Purple Mash (Y5 and 6) and Red Rose Spelling (Y1, 2, 3 & 4) schemes.

### **Cross-curricular Links**

Children will undertake writing activities in many different subject areas. The opportunity is taken to apply skills learned in English lessons throughout the curriculum.

### **Use of ICT**

The use of ICT, with clear learning objectives, will promote, enhance and support the teaching of English. It also offers ways of impacting on learning which are not possible with conventional methods. Word processing skills are developed during literacy lessons and can be applied to enhance editing skills. Children are given the opportunity to draft their writing on lap-tops or Chromebooks and make a final copy of work for presentation purposes.

The interactive white board is used to deliver text, sentence and word level objectives. Children also use the internet for research in English e.g. finding information about an author or gathering facts to write a report.

Visualisers are used regularly to improve proof-reading and editing skills within lessons and to provide 'on the spot' teacher/pupil assessment opportunities.

IPads are used regularly during the reading, analysing and planning phases of English units as well as to rehearse and record sentences before writing. In addition to this, they are used for spelling activities.

### **Presentation and Display**

All classes have an English working wall which supports children's learning and celebrates their achievements. Our English working walls exemplify the different phases of the writing process from initial ideas to reading to gathering content and giving children a toolkit and a stimulus to support their writing.

### **Marking**

Extended writing opportunities are quality marked against marking ladders. This is a whole school approach. Therefore, the use of marking ladders is differentiated according to year group expectations. Marking and feedback in English books, should always be prompt, informative and where possible at the point of learning, involving the child. See Marking and Feedback Policy.

### **Assessment & Target Setting**

Assessment for learning takes place in all English lessons and the work set for individuals, groups and even the whole class is adjusted accordingly.

The Lancashire KLIPs (Key Learning Indicators of Progress) are used to assess children against reading and writing objectives at the end of each half-term. In order to aid teacher assessment, termly summative assessments take place in Reading (using STAR assessments). As a result of the assessments, teachers consider such things as whether reading / writing groups need to be changed, if there are individual children who need extra support or if a learning objective needs to be revisited etc. The assessments are also used to establish which children need intervention programmes. Children's progress is monitored and tracked half termly. Writing assessments are regularly moderated at key stage, school, and cluster level.

Individual targets are set for all pupils and are referred to regularly. These are reviewed together with the child as they progress.

### **Subject Leadership**

The subject leader will be responsible for improving the standards of teaching and learning in English through:

- Taking the lead in policy development and the production of schemes of work  
Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with developments in English and disseminate information to colleagues as appropriate.
- Monitoring the delivery of the English Curriculum and advising the SLT on any action needed
- Monitoring and evaluating pupil progress and the quality of the Learning Environment
- Regularly undertake moderation exercises of pupils' independent levelled work. Teachers meet regularly to review individual examples of work against the national exemplification material.

### **Inclusion**

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. This is done in liaison with the SENCo. for those on the SEND record. Extra in-class support may be given, and /or a child may be involved in an intervention programme (see below). Gifted children are identified, and suitable learning challenges provided.

### **Intervention Programs**

Literacy intervention programmes which may operate include:

Wellcomm

Early Years Talk Boost

Fast Track Phonics

Bounce Back Phonics

Reading Club (Y5/Y6)

Reading Plus

Small group interventions based on teacher assessment

### **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.

### **Parental Involvement**

Parents are encouraged to hear their children read at home and communicate with teachers via their child's diary. Spellings/phonic patterns are sent home to learn weekly and further English homework is set at Key Stage Two when appropriate.

Parents attend the parents' evenings in the Autumn and Spring terms to discuss their child's progress and any extra support they might be able to provide for their child. In addition to this, reports are sent home termly. Appointments can be made at other times if a parent wishes to discuss a literacy concern with a teacher.

### **Governors**

Regular reports are made to the governors on the progress of English provision and to our English Governor.

### **Review**

This policy will be reviewed bi-annually or as appropriate in response to local or national initiatives, the evaluation of monitoring procedures or in the light of changes to legal requirements.

**Reviewed: June 2025**  
**Next review date: June 2027**